REPORT RESUMES

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PROJECT MOTIVATION 1964-1965.
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THIS EVALUATION REPORT DESCRIBES AN 8-MONTH PROJECT WHOSE GOALS WERE (1) TO MOTIVATE AND OFFER SUPPORT TO CULTURALLY DISADVANTAGED CHILDREN, (2) TO ENCOURAGE IN THEM POSITIVE ATTITUDES TOWARD SCHOOL, AND (3) TO ENRICH THEIR LIVES THROUGH CULTURAL EXPERIENCES. VOLUNTEER COLLEGE STUDENTS WORKED ON A ONE-TO-ONE BASIS WITH 26 THIRD-, FOURTH-, AND FIFTH-GRADE STUDENTS. THE PROJECT ALSO ATTEMPTED TO HEIGHTEN THE SOCIAL CONCERNS OF THESE VOLUNTEERS BY INFORMING THEM OF THE NEEDS OF THE DEPRIVED AND TO STIMULATE THEM TO CONSIDER HUMAN SERVICE CAREERS. THE PROJECT PROVIDED ACTIVITIES IN THE HOME, NEIGHBORHOOD, AND COMMUNITY, WHICH SOMETIMES WERE RELATED TO THE CHILD'S SCHOOL EXPERIENCES. HOWEVER, THE VOLUNTEER NEVER TUTORED THE CHILD. ALTHOUGH OBJECTIVE MEASURES DID NOT SHOW CLEAR GAINS IN THE CHILDREN'S ATTITUDES AND PERFORMANCE, THEIR PARENTS FELT THAT THE VOLUNTEERS' COMPANIONSHIP AND THE CHILDREN'S NEW EXPERIENCES WERE VALUABLE. THE SOCIAL ATTITUDES OF THE VOLUNTEERS ALSO WERE AFFECTED FAVORABLY. THE FIRST PART OF THE REPORT IS DESIGNED FOR THE GENERAL READER AND THE SECOND FOR THE SPECIALIST. A SAMPLE APPLICATION FORM FOR VOLUNTEERS IS APPENDED, AND 14 TABLES SUMMARIZE THE DATA. (NH)

The letter sent on 7/27/67
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Project Motivation 1964-1965

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A YOUTH DEVELOPMENT PROJECT EVALUATION REPORT

March 1966

Community HEALTH AND WELFARE Council

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This report was published by the Youth Development Project of the Community Health and Welfare Council of Hennepin County, Inc. (Minneapolis, Minn.). Although the Youth Development Demonstration Project officially ended on December 31, 1965, sufficient funds remained from the grant, made by the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U.S. Department of Health, Education, and Welfare, to allow the preparation of a series of evaluation reports on the various programs of the Youth Development Project. Most of the staff members listed above are now working for the Council in its role as the Community Action Agency in the war against poverty in Hennepin County. The Research Unit staff will join the rest of the staff in May, 1966.

PROJECT MOTIVATION 1964-1965

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March 1966

SUMMARY

PROJECT MOTIVATION 1964-1965

In February 1964, eight college students from the University of Minnesota began weekly meetings with eight elementary school pupils from one of the Youth Development Project Target schools. Working on a one-to-one basis the college students attempted to tutor the children. This pilot program, known as HOMEWORK HELPERS, was sponsored by the University YMCA and YWCA and operated with the cooperation of the Minneapolis Public Schools.

The small pilot program showed that tutoring was not the most feasible approach to helping the children. Subsequently, in October 1964, an expanded program with 28 volunteers focused on broader educational and social goals. This program, which lasted from October 1964 to June 1965, was known as PROJECT MOTIVATION.

Goals for the college students as well as for the children were established.

For the children:

1. To support and reinforce what children are learning in the classroom through additional reading and experiences.
2. To assist children in enlarging their horizons, their interest in experiences beyond those with which they are accustomed.
3. To provide children with persons with whom they can identify and who represent to them models of adult experience which are perhaps absent in their homes for the most part.
4. To give children some needed support and personal attention which is relatively even and consistent.

For the college students:

6. To give the college student volunteer an opportunity of expressing and channeling his social concern in a helpful way.
7. To help acquaint and alert some of our educated youth to the complex ~~plex~~ problems and needs of culturally deprived areas.
8. To assist the student volunteer through the process of supervision to greater self-awareness of the helping process and the ways he as an individual can be most helpful to others.

9. To challenge college students to consider vocations relating to the needs of our urban centers (University YMCA, 1965, p. 1).

College student volunteers devoted over 127 hours each to Project Motivation. They engaged in a wide variety of activity with the children. Thirty percent of the volunteer's time with the child was spent in home activities (reading, conversation, games, hobbies, etc.). Nineteen percent of their time was devoted to neighborhood activities such as shopping, visiting settlement houses, or engaging in sports. Thirteen percent of their time was spent at the University and 22% in the community (movies, art museums, library, businesses, airport, etc.). Finally, only 14% of their time focused directly on school-related activity, such as homework, reading, music and sports.

What effects did this project have? Subjectively, at least, it was very successful. Only three parents felt that their children had not improved in school work. Nearly all parents felt that the volunteer had contributed to this improvement. Parents felt that the main value of the project was companionship, activities, exposure to new experiences, and opportunities the children would not have had otherwise. Nine out of ten parents wanted their younger children to have a volunteer also.

Although parents' observations were generally favorable, objective measures did not reveal clear-cut gains for the children. This may have been due to the nature of the measuring instruments; perhaps changes will show up after more time has passed. The possibility does exist, however, that Project Motivation did not influence children's school performance or attitudes. No significant differences were found between project children and a control group when compared on reading achievement, grades, or attitudes toward school. The high absence rate of participating boys did appear to have been reduced.

Participating in Project Motivation apparently had a considerable impact on the college volunteers. Only two volunteers discontinued meeting with "their" children. One family moved from Minneapolis and in another case the parents and the volunteer had ambivalent feelings about the relationship with the child. Nearly all volunteers felt that the children had benefited, but one-third did not feel that school attitudes had improved. Several volunteers reported that school attitudes were good to begin with and needed no improvement. This view was also expressed by several parents.

There is some evidence that volunteers have more favorable views of "culturally disadvantaged children" and less favorable views of themselves as a result of their experience.

Volunteers had extremely favorable opinions of the project, its operation, supervision, and value to the children. Most of them volunteered again for the project which was continued in 1965-1966.

Currently, Project Motivation is operating with 100 college student volunteers serving 100 children in six Minneapolis elementary schools. Over 140 college students volunteered for the project. Those who could not be accepted were referred to other programs.

In contrast to the previous project, which operated without funds, the 1965-1966 project is supported by a grant from the Office of Economic Opportunity.

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About this Report -

This report is divided into two major sections. Part A is designed for those readers who wish to get a general idea of the program. It tells what the program attempted to do and how well it succeeded. It also gives recommendations for future programming. We have tried to avoid details, particularly those of a technical nature. The language is also non-technical.

Part B describes the detailed administrative and technical aspects of the program. It will be most interesting to those persons who enjoy reading statistical, evaluative material or who wish to start a similar program. In one sense, it is an "operator's manual." Some of the language is technical.

* * * * *

Because this report is aimed at two audiences, some repetition is unavoidable. For example, evaluation results are summarized in Part A. Details of evaluation procedures are given in Part B. Both sections describe the results, although the language and the amount of detail varies.

GLOSSARY

Youth Development Project (YDP) - A planning and demonstration project for delinquency prevention. Beginning in June 1962 with a two-year planning grant of $149,845 from the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U. S. Department of Health, Education and Welfare, the YDP, a branch of The Community Health and Welfare Council of Hennepin County, (Minneapolis, Minnesota) planned a broad gauged approach to delinquency prevention for two small demonstration, or Target, areas of Minneapolis. A limited one-year demonstration was carried out with funds provided by the Office of Juvenile Delinquency ($250,000) and by local sources ($200,000) before the project was absorbed by the war on poverty. The demonstration phase of the YDP ended on December 31, 1965.

Minneapolis Public Schools - School system in a city of nearly one-half million persons. Seventy-one thousand students are enrolled in 74 elementary schools, 14 junior highs and 11 senior highs. About 70% of the school children in Minneapolis attend public schools.

Target Areas-Target Area Schools - Two geographic areas, just north and just south of the center of Minneapolis, containing approximately 38,000 people. Selected as demonstration areas for the YDP demonstration because of high rates of crime, delinquency, dependency, poverty and other social problems. Six public elementary schools are located in the Target Areas.

University YMCA and University YWCA - A YMCA and YWCA serving primarily a University student population rather than the much broader community served by other types of Y's.

Training Center for Delinquency Prevention and Control (now Training Center for Community Programs) - Sponsored by the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U. S. Department of Health, Education, and Welfare. Prepares a variety of community residents to work or volunteers in a broad range of public and private social services, health, and corrections programs.

Project Motivation - A program in which selected University of Minnesota students worked on a one-to-one basis with fourth, fifth, and sixth grade school children from disadvantaged Minneapolis neighborhoods in an attempt to improve their motivation for school work.

Homework Helpers - Pilot project (1963-1964) preceding Project Motivation. Took place with eight volunteer-student pairs at Hall Elementary School.

PROJECT MOTIVATION 1964-1965

Let no one, therefore, rank those other common
friendships with such a one as this.
(Montaigne)

I. THE PROBLEM: Why was this program initiated?

The National Picture

Across the United States over the past few years there has been a sudden upsurge of programs designed to help disadvantaged youth. These programs bear dynamic titles such as "Project Head Start," "Enable," "Upward Bound," and "Project Motivation." This sudden burgeoning of programs is an indication that America is becoming aware that a large segment of its population has been neglected and bypassed while the majority of the nation has raced on to ever increasing affluence.

In spite of a growing awareness, however, many persons still cling to the belief that the only reason disadvantaged children are disadvantaged is that their parents are too lazy, shiftless or indolent to work for a living, to "pull themselves up by their bootstraps," to "get ahead" -- "After all, I did it, why can't they?" This view tends to be condemnatory, not only of the parents, but of the children as well. Part of this stereotyped picture is the belief that education is not valued in these homes and as a result the children do not achieve well in school even when equal educational opportunities are available.

There is another viewpoint, held by an increasing number of sociologists and educators, which rejects the home influence as the major deterrent to achievement by children of the poor. These proponents argue that society, and the schools in particular, have failed these children. Equal educational opportunities have never been offered. A white, middle-class bias is inherent in our school systems and children who are not white, nor middle class, are discriminated against. One author has suggested that our educational system is dysfunctional for fully half of the children in America (Brikman, 1962).

There is ample evidence to support the view that poor families do not always instill healthy educational attitudes in their children. Riessman (1963) has discussed this climate of anti-intellectualism. A commission report to the NEA (1962) described the problems of educating disadvantaged children who were characterized as timid, hungry, and emotionally unstable as a result of deprivation. The generally low educational level of the parents is also a major contributing factor. Even when a parent strongly desires to prepare her child for school her own lack of education may prevent her. Desire is the start, but a knowledge of the mechanics is also important. A group of mothers from poor families in Tennessee was asked what they could do to help their children in school. The typical reply was to wash them and feed them. Knowledge of how to help was lacking (Gray, 1964).

One of the major factors influencing the educational outlook of poor children is family status. It has been estimated that there are 1,500,000 broken families in the U.S. with annual incomes under $3,000 (Miller, 1964). A broken home deprives children of the moral support of one parent -- usually the father. If the family is poor, the children are frequently deprived of needed support of both parents since the mother must spend much of her energy, time and patience struggling for economic necessities. Faced with economic oppression it is no wonder that many children living in one-parent families do not get the support and encouragement needed for school achievement. Bread comes before education.

There is a multitude of evidence to indicate that in many schools across the nation a middle class orientation acts to the detriment of the lower-class child. In most cases, apparently, this operates in the form of unconscious bias. Davie (1953) for example, has pointed out that bias begins long before a child enters school. It begins at birth. His findings raise a serious question for all persons who believe in a democratic society. They suggest that the pattern of schooling for any child is determined by the mere fact of his birth into a family of a particular social class. Since schools are patronized in a differential fashion by the various social classes, they act to reduce the amount of interclass contact of children, thereby lessening the benefits which such contact might provide. Even beyond this, the schools appear to be perpetuating the status of children by feeding them into occupational pursuits characteristic of the levels from which they came. These findings raise a serious question as to how equal opportunity for all can be brought about. Hand, and Gregg and Schultz have conclusively demonstrated the high hidden financial cost incidental to school attendance. Such hidden costs bear most oppressively on the disadvantaged. It is difficult for many Americans to believe that some children drop out of school simply because their family cannot afford the apparently small costs related to school attendance. The fact is, they do. This form of dropout has no necessary relationship to the mental ability of the children (Penny and Smith, 1959).

Becker (1951) has shown that school teachers experience problems in working with their students to the degree that students fail to exhibit the qualities of the ideal pupil which the teacher has in her mind. These qualities are, with few exceptions, the products of a middle class background. Using an experimental approach, Abrahamson (1952) verified that students of higher social class backgrounds received a disproportionally large share of rewards and a disproportionally small share of punishments. The reverse situation was also true. Children from the lower classes received a disproportionately large share of punishments and relatively few rewards.

Because of these common problems, it is no great surprise that disadvantaged youth coming to school from families where the parents also experienced the same school-related problems soon lose the initial enthusiasm with which they may have begun their education.

Two major difficulties are involved with these seemingly divergent viewpoints. The first problem is that they tend to be accepted all in a lump without allowance for individual variation. Obviously all disadvantaged families are not alike. One researcher has shown wide variation in educational aspirations for their children within a sample of lower-class Negro mothers. Forty-four percent of the "low status" mothers (8 years of school or less and 7 or more children) wanted a college education for their sons compared to 65% of the "high status" mothers (9 years of schooling or more and 6 or less children) (Bell, 1964).

Nor are all school systems cast in the same mold. And certainly there is wide variation among school principals and teachers. The approaches used at P.S. 40 in Queens and at Cardoza High School in Washington, D. C. are sufficient evidence to destroy the sterotype often attributed to all schools.

The other difficulty is that these two viewpoints are often seen as antagonistic rather than complementary. Either parents or schools are designated as the source of the child's disadvantage. Actually, in most cases there is some contribution from both sources. Too often the home has not prepared the child for school. Too often the school has not been prepared to teach the child.

Whatever the bases, the problem is large in scope. It is estimated that unless current trends are revised, half the population of the major cities in the U.S. will be "disadvantaged" by 1970 (NEA Journal, 1962).

The Minneapolis Picture

Minneapolis is a city with almost a half million inhabitants. The educational level of the city's residents is high with an average of 11.7 grades completed. Median family income is $6,401 (1960 Census). Employment figures are typically favorable when compared to the rest of the nation. Homes are well maintained and slums are practically non-existent. Approximately 71,500 of the city's inhabitants are children enrolled in the public schools. There are 73 elementary schools, 14 junior highs and 11 high schools. Over 3,000 teachers are employed by the system. The teacher-pupil ratio is 1.00 to 28.9. The dropout rate from Minneapolis Schools is one of the lowest in the nation -- about 18%.

Generally, the schools are viewed with favor by the residents of Minneapolis. In 1964 an 18 million dollar building program was approved by the voters.

A wide variety of programs has been instituted by the school administration and the Board of Education. Cooperation with the Youth Development Project, the local Economic Opportunity Committee, and the Office of Education has resulted in many new and progressive programs for the disadvantaged, including an experimental junior high, a hot lunch program, teacher aides in downtown schools, and a curriculum resource center which emphasizes teaching materials for disadvantaged and minority youth.

Typically, teachers in the Minneapolis public elementary schools come from Minnesota and the Midwest (91%). Fully half of them received their education at the University of Minnesota (51%). Most of them are women (86%) and 58% are married. Ninety-five percent are white which is approximately the same percentage as that of white persons in the total population (96.8%). Significantly, only 7% claim that their own socio-economic background was lower class.

Thirty-one percent of these elementary teachers stated a preference for teaching children who are not culturally disadvantaged. Twenty-one percent preferred to teach disadvantaged children. The remaining 48% claimed that cultural background made no difference once the child was in the classroom.[1]

The Target Areas

Approximately 38,000 people lived in the Youth Development Project Target Areas.* Twelve percent of this population was children of elementary school age. A description of the social and economic conditions prevailing in these areas stands in stark contrast to the favorable picture of the city as a whole.

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[1] Descriptive statistics of Minneapolis elementary school teachers were compiled by the YDP Research Unit. Figures are based on a 2/3 sample of all elementary school teachers in the Minneapolis Public Schools obtained through the cooperation of Dr. Rodney Tillman, Assistant Superintendent for Elementary Education, and Mrs. Barbara Knudson of the Training Center for Delinquency Prevention and Control, University of Minnesota.

* Unfamiliar terms are defined in the Glossary. See page iv.

Within the Target Areas, about one-third of all residential buildings were rated as dilapidated or deteriorated. Less than 8% of the city's population lived in the Target Areas, but one-third of all the families on public relief lived there. One out of four families had an annual income of $3,000 or less. Unemployment and school dropout rates were approximately twice the city average. The average educational level had decreased since 1950, while the city level had risen. Forty-four percent of Target Area adults had an eighth grade education or less, while 34% of all Minneapolis adults had an eighth grade education or less. Target Area schools enroll over one-third of all Negro and one-fourth of all Indian students in the Minneapolis Public Schools (Community Health and Welfare Council, 1964).

A study of student mobility contrasted a sample of sixth grade Target Area pupils with a sample of pupils selected from high income (Comparison) areas of Minneapolis. Target School children were more likely to have been born outside Minneapolis and to have entered the Minneapolis schools at a later grade. They changed schools and homes twice as often as Comparison students. Only three out of ten Target School students stayed in the same school from kindergarten through sixth grade, while six out of ten Comparison School students remained in the same school. On the average, a Target School youngster remained in the same school 45 consecutive months (out of 70 possible), while the typical Comparison School youth had 58 consecutive months in the same school setting. . . By the time the typical Target School youth has reached sixth grade, he is living in his third home (at least) and attending his third school (at least). He has missed 100 days of education (Faunce, Bevis & Murton, 1965).

Staffs of Target Area schools also seem to differ in some ways from most Minneapolis school staffs. Principals and teachers are, in the main, seen as being particularly interested in disadvantaged children. They are more inclined to take courses concerning disadvantaged children and to respond to questionnaires on this topic. A disproportionate number of non-white faculty members are assigned to these schools. Thirty-four percent of all non-white faculty members in the elementary schools are assigned to six Target Area schools. These schools employed only 11% of all elementary teachers. (They also served 33% of all Negro students.)

Despite the generally favorable reputations of the downtown schools, there is some disquieting evidence. Faculty turnover rates are higher than in outlying area schools. Transfers into the Target Area schools are few compared to transfers to more residential areas (although this situation may be changing).[1]

A neighborhood survey in one Target school area revealed that 19% of Negro residents felt there was racial bias on the part of "some" school teachers (Faunce, 1965).

In summary, there is conclusive evidence that children living in Target Areas of Minneapolis are disadvantaged in many ways. They are disadvantaged by virtue of economic deprivation. They are disadvantaged by frequent moves, inconsistent school attendance, poor health, and broken homes. Many of them suffer the additional handicap of racial or economic bias. The evidence is less conclusive that these handicaps are caused by the parents or the schools, although individual cases may be cited where both agents are contributing factors and the predisposing conditions are obviously there. There is no doubt that the teaching staff is solidly "middle class."

Certainly much can and is being done to improve family and school situations to the benefit of disadvantaged youth in the Target Areas. Project Motivation, working in cooperation with the schools and the parents, is one such effort.

II. THE PURPOSE: What did this program attempt to do?

This program was designed to be of benefit to two groups -- the elementary school children served and University college student volunteers.

The major purpose of the program was to provide school children who were showing signs of loss of interest and motivation in their school experience with an opportunity of receiving motivational support and outside of school cultural

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[1] Based on a YDP Study of Teacher Retention to be published in the spring of 1966.

experiences through a relationship with college students. A report released by the Project's sponsors describes the goals (University YMCA, 1965).

For the pupil (the child):

1. **To support and reinforce what children are learning in the classroom through additional reading and experiences.**

2. **To assist children in enlarging their horizons, their interest in experiences beyond those with which they are accustomed.**

3. **To provide children with persons with whom they can identify and who represent to them models of adult experience which are perhaps absent in their homes for the most part.**

4. **To give children some needed support and personal attention which is relatively even and consistent.**

5. **To help the child reach out toward goals which will assist him in perservering in the needed educational experience.**

For the college student (the volunteer):

6. **To give the college student volunteer an opportunity of expressing and channeling his social concern in a helpful way.**

7. **To help acquaint and alert some of our educated youth to the complex problems and needs of culturally deprived areas.**

8. **To assist the student volunteer through the process of supervision to greater self-awareness of the helping process and the ways he as an individual can be most helpful to others.**

9. **To challenge college students to consider vocations relating to the needs of our urban centers.**

In part, these goals evolved from a small pilot program conducted during the preceding school year. This pilot program is discussed in Section III - THE PROGRAM.

III. THE PROGRAM: How was this program carried out?

Prior to the operation of Project Motivation the University YMCA and YWCA held several planning sessions. These culminated in the pilot program and the approval of the activity by the University of Minnesota for its students.

The pilot program involved eight University student volunteers and eight children from Hall Elementary School, a Target Area school. These participants met on a one-to-one basis for several months in a series of casual weekly meetings. The program was known as Homework Helpers. However, as the program developed it was found not to deal predominately with homework, but with other educational and social experiences.

> On Monday, October 14, 1963, at the Minneapolis Public School Administration Building, a committee met for the first time to consider the involvement of Minneapolis school children with motivational difficulties and a voluntary social agency. The committee was made up of persons representing the Minneapolis Youth Development Project, the University Training Center for Delinquency Prevention and Control, Waite Neighborhood House, the University of Minnesota College of Education, the University YMCA and YWCA, and the Minneapolis School Administration . . . . the committee appointed a sub-committee to draft a proposal for their consideration.
>
> The Proposal Sub-Committee met, drafted a project proposal and reported back to the Central Committee on November 14, 1963. A final revision was submitted by the Sub-Committee November 22, 1963.
>
> The pilot program began in February of 1964 and ended in June, 1964. A report of this program was made on May 15, 1964 as a report of the Committee Considering the Use of University Volunteers in the Minneapolis Public Schools. Eight children were selected for the program and a like number of volunteers were involved (University YMCA, 1965, p. 1).

Following this pilot program, the decision was made to continue and expand the program for the next school year (1964-65). It is this second year's program which this report describes and which became known as Project Motivation.

A description of the program has been provided in the YMCA-YWCA Report:

> Description of the Program:
>
> In the fall of 1964, 28 students from the University of Minnesota were selected for Project Motivation. Late in October and early November these students took part in three orientation programs in preparation for their volunteer work.
>
> During this same time, two Minneapolis Schools (Grant and Hall) selected children for the program. Parents were interviewed about the program, and their permission for their child's participation was secured.
>
> The volunteers began to meet the children for the first time during the month of November. Each volunteer was assigned to one child of like sex.

Visits were made about once or twice a week. The volunteers developed their own plans for visits with the child in consultation with the parents. Visits were made in the child's home, school, neighborhood, at the University of Minnesota, in the volunteer's home and at several points of interest in the Twin City Area.

The volunteers were encouraged to maintain a relationship with the child's teacher so that the experience could be supported by the teacher.

Supervision of the volunteers was done through the use of group supervision. Four groups of volunteers met about every two weeks with campus YMCA and YWCA staff, and with a second-year social work student.

During the year educational seminars were held for the volunteers. These seminars discussed specific problems or issues related to the work of the volunteers.

Research was conducted on the program by Dr. Dan Neale of the College of Education (University of Minnesota) and by the Research Unit of the Minneapolis Youth Development Project. A midpoint evaluation was conducted, and a good deal of data was collected at the start and end of the project which will be reported at a later date.

Toward the end of May 1965, the final visits between volunteers and the children were made in several cases. However, some of the volunteers are planning to continue through next year.

Evaluation sessions were held with teachers of the children and with the volunteers near the end of the program, and many of the recommendations in this report stemmed from their discussion of the project.

Activities of the Volunteers:

The volunteers were able to utilize a wide range of activities in their visits with the children. The imagination and ingenuity of the volunteers in working out activities with the children was very good, and in many cases exceptional.

The nature of the activities varied from child to child and from volunteer to volunteer. It depended in large measure on the needs of the child, and the interests of the child and volunteer. No effort was made to "tutor" the child. The volunteers understood this to mean a highly specialized professional activity. But many school-related experiences were designed by the volunteers to be supportive of the child's education.

A model for visits with the child was tried in several instances. A unit of three visits was often used which included a pre-trip experience, the trip itself, and a post-trip activity. For example, a child and volunteer might decide to visit the zoo. In preparation for the visit they might visit the library and look at animal books. After the visit the child drew some pictures and described the highlights of the experience in a scrapbook. (Several of the volunteers kept scrapbooks with the children throughout the experience.) This standard educational model helped the children to prepare for activities (the preparation activity itself involved the children in learning experiences), experience many new cultural opportunities, and to gain reinforcement in learning.

Supervision of Volunteers:

Supervision of volunteers was handled primarily through groups. At the beginning of the project and at the end individual supervision periods were scheduled, but unless a particularly difficult situation arose which needed special attention, the volunteers met in groups every two weeks.

Supervision was provided by the YMCA Program Secretary, the YWCA Director and by a second year graduate student in social work (who was assigned this responsibility as part of her field requirement (work experience) through the Youth Development Project).

There were roughly three phases of supervision: (1) the initial problem of volunteers in establishing rapport with the children; (2) the "middle period when the idealism began to adjust to realities;" and (3) the evaluation and termination process. Written records on visits made by the volunteers were used as a basis for some of the supervision sessions. One of the reasons for conducting supervision through groups was to give the volunteers an opportunity to share common problems with each other and to realize through this process that they were not alone in their difficulties. Often times the students were able to contribute helpful ideas and insights to one another.

Scheduling of groups was a problem at the beginning of each new quarter. Every effort was made to keep groups intact for the entire project, but sometimes this was impossible because of schedule conflicts among the volunteers.

Innovation

It was not assumed that this program was an innovation of state or nation-wide significance, but it has made a contribution to the opportunities for community service available to college students as volunteers in the Minneapolis area. Unlike other University sponsored activities for the training of college students in work with children, Project Motivation was entirely voluntary (not for college credit) and non-curricular. Motivation offered a headquarters adjacent to the campus, provided well qualified supervision and training, and had the approval and encouragement of the parents and teachers of the elementary students involved (University YMCA, 1965, p. 2).

There is nothing new about friendly, helping relationships between adults and children. However, certain aspects of Project Motivation were relatively unique for programs of this type. The unique aspects relate to the processes by which these relationships took place.

The program was well organized under the approval of all involved community organizations. The administrative agencies were well established and had adequate facilities to accomodate this new program.

Volunteers for the program were trained and supervised in developing and maintaining a good relationship with the child and his environment. Furthermore, this demonstration program was evaluated, and this evaluation was carried out by persons not directly associated with the program operation.

IV. RESULTS: What was demonstrated by this project?

Summary of Evaluation Findings

Findings Related to School Children

Children involved in Project Motivation were found to be below the Minneapolis average on standardized tests of mental ability and reading achievement. Their school attendance was highly variable with one-third of the children having fifteen or more absences in a year. Academic achievement was low--as measured by teacher grades. In spite of these findings, there was evidence suggesting that, at least in some cases, the children's attitudes toward school were fairly positive.

Compared to a control group of children from the same schools, Project Motivation participants were found to be essentially similar at the start of the project (November 1965). Participating boys had more absences than non-participating boys, but participating girls had fewer absences than non-participating girls.

There were few significant differences between the Project Motivation children and the control group children at the close of the project (May 1965). Attitude toward the concept "Mother" was less favorable for participating boys than non-participating boys. The high absence rate of Project Motivation boys appeared to have been reduced.

No strong evidence was revealed, from an analysis of objective measures, that participation in Project Motivation affected children's reading achievement, grades, or attitudes toward school. School attendance of participating boys did appear to be improved.

These findings must be interpreted with caution. The project may have changed participants in ways which were not reflected by the measuring instruments used (e.g. "enlarged horizons"). Perhaps changes will only show up after the passage of more time or with more sensitive instruments. On the other hand, the possibility does exist that Project Motivation, as conducted in 1964-1965, did not influence children's school performance or school-related attitudes.

Findings Related to Volunteers

Twenty-two college women and six men participated in Project Motivation. All students were sophomores, juniors or seniors with better than average scholastic records. Ages ranged from 18 to 22. All students were white. Catholic, Protestant, and Jewish religions were represented. Major reasons expressed for wanting to participate in the project were (1) to learn through experience, and (2) to help others.

The typical volunteer contributed over 127 hours of his time to Project Motivation, exclusive of transportation time. Eighty-seven hours were spent with the child, his parents, or teachers. Forty hours were spent in planning, supervision, training, and reading. Most of the time spent with the child centered on home activities (reading, games, conversation - 30%). Other activities included school (homework, reading - 19%), University (campus, dorm, concerts - 13%), and community (art museum, stores, library - 22%).

Nearly all volunteers reported that the children had reacted favorably to the project and nearly all felt that the children had received at least some benefit from it. Despite this, one-third of the volunteers felt that they had not been effective in improving the children's attitudes towards school. Several volunteers reported that the children had favorable attitudes at the start of the project. This viewpoint was supported by the test results described previously.

Generally, volunteers felt that they had benefited more from Project Motivation than had the children. This view was also reflected by one of the more objective measures which suggested that volunteers held more favorable views of culturally deprived children and less favorable views of themselves at the close of the project than they had held at the beginning. Volunteers felt that they had benefited from "greater insight" and from being involved in a meaningful learning experience. When asked to describe Project Motivation with just three words volunteers picked favorable words such as enlightening, rewarding, educational, enjoyable, fun, worthwhile and challenging.

Findings Related to Parents

Parents were interviewed to see how they felt about the project. Their reactions were overwhelmingly favorable. Only three parents reported that their children had not improved in school work ("Reading is much easier for her now."). Nearly all parents felt that the volunteer had contributed to this improvement ("No doubt about it. Sometimes a parent can't get through to a child, but volunteer sure could.").

Eighteen of the twenty-five parents interviewed said that their children liked school better ("Didn't want to start school in fall, but since she has been seeing volunteer, she won't miss school at all."). Five additional parents stated that their children had always liked school.

Parents intended to feel that volunteers were working with their children simply because they liked kids and wanted to do something to help others. Parents felt that the relationship between child and volunteer was a good one and they tended to like the volunteer themselves.

Most parents said that the main values of the project to the children were companionship, the activities, the exposure to new things, and the opportunities provided, which parents could not provide.

Perhaps the best indicator of parents' feelings was the fact that nine out of ten parents (with younger children) wanted their other children to have a volunteer also. When asked for suggestions for improving the program there were few replies. Most parents liked Project Motivation as it was. Some said "enlarge it" while others wanted it continued over the summer. A small number wanted the project to emphasize tutoring to a greater degree.

(Greater detail on evaluation findings may be found in Section XI - EVALUATION METHODS.)

What was demonstrated by this project?

In summing up, the following aspects of the project appear to have been most concretely demonstrated:

1. College students, both male and female, can be found who will enter into long term, one for one relationships with elementary school children from economically disadvantaged areas of Minneapolis.
2. These relationships are seen favorably by the parents. Parents wish to have their other children involved in such a program.
3. These relationships have a favorable impact on the college student volunteers. Most of them have continued to serve the project in the subsequent year.
4. Parents felt the project had helped the children in their school attitudes and achievement. Attendance (of the boys) has apparently improved, but measured attitude changes revealed negligible results.
5. Organizations having religious affiliations (YM-YWCA) can administer programs in which volunteers and children from a variety of faiths are involved without religious bias or dissension.

Current Status of the Project

Project Motivation is currently serving 100 children in six elementary schools in Minneapolis. One of these schools is a parochial school. Funds, in the amount of $19,307 have been provided by the Office of Economic Opportunity to the Metropolitan YMCA, the recipient agency. The University YMCA continues to administer the program.

One hundred forty college students from the University of Minnesota volunteered for the project. One hundred were selected for Project Motivation. Forty were referred to other University of Minnesota Projects involving helping children. It is reported that 25 - 30 of these volunteers are active in other projects.

An advisory board of 22 members provides guidance to the project. One half of the board members are parents of children involved in Project Motivation. The remaining half is comprised largely of school personnel.

A request for funds to continue the project in 1966-1967 has been submitted to the Office of Economic Opportunity. The project would be the same size as the current one.

V. RECOMMENDATIONS

The recommendations which follow emenated from the 1964 - 1965 project. Most of these recommendations were incorporated into the current (1965 - 1966) project. They are listed here for the benefit of readers not directly involved in Project Motivation.

Goals: Greater specificity and more adequate communication of project goals are necessary. The role of tutoring appears to be a particularly confusing point; possibly there is some carry over from the original Homework Helpers Program which needs to be dispelled. Parents seemed fairly comfortable with their view of the goals of the project, except for the tutoring issue. Volunteers seemed to need a more extensive discussion of all project goals.

Selection of Children: Steps should be taken to assure selection of those children for whom this project is appropriate. It seems possible that approximately one out of six children selected for Project Motivation were not lacking in motivation for school. Parents' comments, volunteers' comments and test results suggest this. This is not to say that those children who were selected could not or did not benefit. But, if lack of school motivation is a major criterion for inclusion then changes in the selection procedure seem warranted.

Teachers were asked to make nominations based on several criteria. These criteria included need for improved self concept, need to identify with a stable person, need for broader social experience as well as need for better motivation in school. If motivation is the predominant goal of Project

Motivation then this fact should be emphasized to the selecting teachers. It appears that some children were nominated because they met criteria other than lack of motivation. Project administrators should consider whether this is in line with project goals or not as they attempt to give further specification to the statement of goals.

The homogeneous nature of the school district populations involved in Project Motivation gave a degree of assurance that children from low income families would be selected. As the program expands to more diversified economic school districts greater care will be needed in selecting only children from economically disadvantaged homes.

Recruitment of Volunteers: The procedures for selecting volunteers appear to have been quite effective. No changes are recommended. Recruiting procedures, however, need to be more extensive and imaginative. Recruiting and selection should be done as early in the fall as possible in order to allow adequate time for matching children and volunteers.

(The suggestion that recruitment of volunteers be more extensive and imaginative has been carried out. In the fall of 1965 ads were placed in the University newspaper, local radio stations and educational TV stations. At the beginning of the fall quarter booths were set up at the University and manned by volunteers from the previous year's program. Letters and word-of-mouth communications were used to inform many University social science faculty members and their students. One hundred and forty applicants applied for the 100 openings).

Supervision: The large amount of time spent on supervision appeared necessary. No reduction is recommended. Organization, planning and supervision were strong points of the program. Individual and group supervisory techniques should be continued.

Supervision should pay particular attention to four topics which seemed to be problems for many volunteers:

1. Transportation
2. Teacher - volunteer relationships
3. Parent - volunteer relationships
4. Methods of helping the children with problems

Volunteers stated that they had insufficient contact with teachers. They also felt that the contacts they did have were valuable. Since the teachers appeared agreeable to such meetings (volunteers blamed themselves for not making more visits) it may be worthwhile making teacher-volunteer meetings an integral, "formalized" part of the project).

(Ten volunteers from the 1964 - 1965 project volunteered to assist with the supervision of 1965 - 1966 volunteers. Eight to ten volunteers are assigned to each of these "supervisory aides." A gift of $1,000 has made it possible to pay a small stipend to the aides -- although they were not aware of this windfall at the time they offered their services.

The duties of supervisory aides include notifying volunteers of meetings, and following up failures to attend, relating problems expressed by volunteers to the project director to aid in setting agenda for supervisory sessions, and discussing problems with volunteers.

The suggestion that funds be allowed for transportation and for program expenses was not enacted during the 1965 - 1966 school year. However, a proposal to provide funds to reimburse each volunteer for six, twenty-five cent bus rides per week during the 26 weeks he meets with the child is under consideration. In addition, an average of twelve dollars per child served is requested to purchase tickets for entertainments and pay other program expenses incurred by the volunteers.

Group Meetings: It is recommended that arrangements be made to permit greater interaction among Project Motivation volunteers. Many volunteers mentioned the benefits they derived from the few group activities in which they engaged. There were numerous requests for more activities of this type.

(This is being done in the current project).

Evaluation: A detailed critique of evaluation procedures may be found in Section XI.

The impact of the sex of the volunteer should be investigated. There is a suggestion that male volunteers might be more effective. Family status of the children should also be determined as male volunteers may have a unique effect in matriarchal families. Possibly the effects of unlike-sex pairs could be investigated if sample size permits. There is a strong need for a reference group if evaluations of the volunteers are to be worthwhile. It should be relatively easy to obtain measures on college "students - in-general." The forty volunteers who were not selected could serve as a control group.

In general, more detailed descriptive material on the children, including family income estimates, should be collected. Measurement of changes in self concept should be considered. Reactions and suggestions from the children should be obtained by interview.

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Project Motivation: The Human Touch

By IRV LETOFSKY
Minneapolis Tribune
Staff Writer

Leonard Holmes is 11, a sixth grader at Grant School in Minneapolis' Near North Side. He plays goalie for the Harrison Cubs in the Park Board hockey league. He doesn't like arithmetic and can't spell very well.

Although he is obviously bright, his disinterest in academia (he daydreams) has resulted in "an antagonistic relationship" with his teacher.

When he grows up, he wants to be an artist or drive a semi.

Dave Johnson, 25, apparently is an excellent student. He is in the University of Minnesota Graduate School, majoring in Russian history and philosophy. He is fascinated with classical music, modern education, art and art history, skiing, skating, cooking and you name it. When he graduates in the spring, he wants to teach on a college staff.

THE BOND between these two diverse personalities is friendship.

Without getting too maudlin about it, it is a special friendship in which they can swap confidence, respect and ridicule with equal grace.

At dinner in Johnson's apartment the other night, Dave (he goes by "Skip") made a bet with Leonard (he goes by "Tinker") that he couldn't eat three hamburgers. He ate two.

"Well, I could have eaten four, but the way you made 'em . . ."

Skip countered, "But who makes the best fried chicken?"

"The best is at my mom's house," Tinker replied without hesitation.

"Who makes the second best?"

"That's at my sister's house."

"Who then?"

"My other sister."

"Keep going," Skip prompted.

"I've never been at the Sheraton-Ritz."

The two were brought together by Project Motivation, a one-to-one program conducted by the University YMCA in co-operation with the University YWCA, the Minneapolis public school administration and other university and community agencies.

IT IS one of the city's first Community Action Programs under the federal Economic Opportunity Act. Now three years old, Project Motivation operates this year under a $19,000 federal grant.

In the current November-to-May project, 105 student volunteers from the university have established big brotherhoods with a like number of boys and girls from the fourth, fifth and sixth grades in six Minneapolis schools.

The pupils were selected by their teachers (with their parents' approval) for a variety of reasons, most of them boiling down to a lack of motivation.

IN MOST cases, the pupil's scholastic work is below his ability, but officials emphasize that the program is not a tutoring service. If any academic activities occur in the relationship, it is incidental.

In the fancy phrasing of the social work cult, Project Motivation aims at bolstering the youngster's self-image and "helps the child reach out toward goals which will assist him to persevere in the needed educational experience." The volunteer is more or less a model adult with whom the child can identify and whom he can emulate.

It is up to the ingenuity of the university student and the grade school pupil to occupy themselves—with bike rides in Powderhorn Park, trips to Southdale and Walker Art Center, afternoon outings at Como Zoo, a stroll through the housing development, a tour of the barns on the St. Paul campus.

THE GIRLS sometimes make doll clothes. One charge was interested in gluing model cars and opened a whole new horizon to his volunteer.

They develop their own projects, many of them outside the home. Brothers and sisters are discouraged from going along. For the pupil, the student is his own special friend.

"Before I first met David, I thought he'd be an ugly guy with bad breath and a wart on his nose, a beard, a crooked nose and messed up hair," Tinker said. (When Tinker is serious, he says, he calls Johnson "David.")

NOW HIS admiration is obvious: Tinker was asked about his family, and he explained, "Well, I've got two little brothers and a big brother and two sisters and if you want to call David a brother, that's four brothers."

Their first meeting was in October. They have since gone to Cooke Hall to swim, visited the campus library, spent an afternoon fixing Skip's car at a gas station.

One morning they had pancakes in Skip's apartment. (Johnson now lives at 1009 University Av. SE.) Tinker completed this breakfast with a strawberry sundae topped by extra blueberries from the pancakes. A boy can relate to this kind of guidance.

THEY ATE one supper at the apartment of Johnson's girl friend, Margaret Femrite, 6220 W. 34th St., St. Louis Park, who teaches seventh and eighth grade English at Park Central Junior High School. Miss Femrite in turn asked one of her young students over, and they all played royal rummy.

(It was partially through Miss Femrite that Johnson got involved in Project Motivation. "She was telling about her experiences with kids and the problems she's encountered," Johnson said. "I found myself getting vociferous, and she'd say if I wasn't part of it, how could I comment. But that didn't stop me."

(Johnson also is in good part idealist. That's another reason for his involvement in the project. "Walking down the street protesting something is helpful in a way, but . . .")

One recent afternoon Skip and Tinker toured the Minneapolis Institute of Arts, stopping to admire Mathieu Le Nain's "Travelers at the Inn," depicting a suspicious scene around the inn's supper table. Tinker suggested that "The man there is a nut and everybody is watching him."

Nearby they studied Bernado Strozzi's "St. Francis," which is on loan to the institute. Johnson suggested that the golden skull in the picture and the paleness in the subject's face and the fright in his eyes hinted that he was dying.

Tinker put in, "Maybe he drank some poison water."

HOW DID he know that? "I don't. I just guessed."

On each excursion (perhaps once a week), the boys write a story about it, with complete sentences and all, and paste it into a scrapbook. They also work on some math problems together — to a point where even Tinker has developed an interest in this treacherous subject.

MOTIVATION: Only Three Quit

Continued from Page One

One future project is designing and building a model of their ideal house and their ideal Goldfinger car.

Tinker's mother, Mrs. Leonard Holmes, 916 Olson Hwy., whose husband is a truck driver (she also serves as an adviser in Project Motivation), says her boy has shown marked improvement at home: "If I would say something, he'd say, 'So what?' Now he stops and thinks and usually thinks I'm right."

His classroom demeanor reportedly has improved, too. "I've been good," Tinker said.

"HE EVEN gets along with his teacher," Johnson noted. Tinker smiled, a little inscrutably, but he smiled.

"And I wash my ears and everything," the boy said.

Project Motivation developed three years ago out of conversations between the Rev. Douglas Wallace, program secretary for the University YMCA, and Larry Harris, Hennepin County antipoverty director.

Motivation
Continued on Page Three

Neale

Britton

Harris

Mr. Wallace

Involved in motivation

In the pilot phase, eight students worked three months with eight pupils from Hall School. In the fall of 1964, 28 students worked with pupils from Hall and Grant Schools.

THE VOLUNTEER turnout last fall was about 140, weeded down to 105. Another 20 "graduates" offered to continue another year and were put to work in supervisory aspects of the program.

Statistically, the volunteers include 20 men and 85 women, ranging from 18 to 38 in age. They are primarily social science and education students, but a few study in the Institute of Technology. The average investment per volunteer last year was 129 hours.

The project director, Douglas Britton, is the only full-time employe. He is helped by four part-time aides — Dr. Dan Neale, associate professor in the Department of Educational Psychology; Bruce Mussell, a research assistant; Mrs. Orlin Silverman, a consultant in the supervision of the volunteers, and an office secretary, Mrs. Stanton Linden.

THE PROJECT is so carefully planned and diligently pursued that it virtually squeaks with organization. This is to say nothing of the enthusiasm and dedication of the volunteers.

Britton, a typhoon of energy and spirit himself, said that only three volunteers have left the program.

The pupils nominated (they must be from the antipoverty "target" areas) are carefully tested, and parents and teachers are carefully interviewed before selection is made. The same care is used in choosing the volunteers.

A constant re-evaluation is made of the total project (it may be expanded to other Twin Cities campuses) by a 22-member advisory board, half of which is made up of involved parents.

The volunteer makes a written report on each visit with his child. Periodically, small groups of volunteers meet with supervisors, and stories of success and frustration are exchanged, in a hopeful attempt at achieving mutual solutions.

ONE CO-ED feared that her charge disliked her. At least the boy seldom spoke to her. But she related that when they were walking down a sidewalk in the boy's neighborhood one afternoon, they met another boy. The volunteer asked his name. When he wouldn't answer, her charge "beat him up until he told his name."

If there is profit in Project Motivation for the volunteers, it isn't in money. For the seven months of their involvement, they get $6 for program costs plus $1 a week for travel, so virtually all expenses come out of the volunteers' ordinarily hungry wallets.

(Britton makes the unabashed public request for free tickets to sporting events, movies and theater.)

The project is specifically designed to profit the volunteers in other ways—in training, in friendships and in channeling their social concern.

The project also is good for collegiate egos: "My father says I might even learn something from you," one boy told his big brother.

Then there is the satisfaction of a job well done: "Guess what, Sandy," another boy told his big brother happily. "I didn't get into a fight all week."

PART B

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APPENDIX

VI. ADMINISTRATION: What was the administrative structure for operating the program?

Project Motivation was initiated by the University YMCA and planned by a committee of representatives from various civic agencies. (See Section II, The Program) The Project was funded and operated jointly by the University YMCA and YWCA. These two organizations differ somewhat in function fromY's in other portions of the community in that they provide services almost exclusively to University students.

The Program Secretary of the University YMCA held primary responsibility for the operation of the program. He was aided by the Executive Director of the University YWCA, consultants from the University of Minnesota College of Education, and the Youth Development Project staff.

Primary administrative functions of Project Motivation were also handled by the University YMCA Program Secretary. He and the Executive Director of the University YWCA shared in the recruitment, selection and supervision of the volunteers. They obtained parental permissions and conducted the liaison work with school personnel. A graduate student in social work, assigned to the Youth Development Project for field work, assisted in interviewing the parents and supervising the volunteers.

Responsibility for evaluating Project Motivation was shared by the YDP Research Unit and Dr. Daniel C. Neale, Associate Professor of Education, University of Minnesota.

Dr. Neale's evaluation focused on the program's impact on the children while the YDP efforts attempted to measure the impact on parents and the college student volunteers.

Scholastic records and personal qualifications of the volunteers were reviewed by the Student Activities Bureau of the University. This review provided assurance that the volunteers selected would not have personality characteristics detrimental to young children. It also helped assure that students with weak academic records would not jeopardize their scholastic standing by becoming over-involved in extra curricular activities.

The Training Center for Delinquency Prevention and Control at the University of Minnesota[1] helped train the college student volunteers by means of a series of orientation sessions. Also assisting in this orientation were volunteers from the College of Education at the University of Minnesota, YDP staff, and volunteer students from the previous year's pilot study.

The Minneapolis Public Schools approved the program for use in the schools. Staff members of Hall and Grant Elementary Schools were especially helpful in selecting the children and providing information which could be used to assist the volunteers in their work with the children.

VII. STAFF: What were the qualifications, size and training of the staff?

A total of 31 persons served on the Executive Project Motivation Staff. All of these positions were part time. None of the staff was paid. The Program Secretary of the YMCA, the Executive Director of the YWCA, the graduate student in social work assigned to YDP, and the 28 student volunteers constituted the staff of Project Motivation. Volunteers were considered staff because of their responsibilities and function. YMCA and YWCA personnel assumed the project responsibilities in addition to their usual duties without further remuneration.

YMCA - YWCA Staff

Both of the principal administrators had degrees in religion.[2] The YMCA Program Secretary also had a B.A. in Philosophy and three and one-half years experience in the field. He had served at the University YMCA for two and one-half years. The YWCA Executive Director held a masters degree in religion and had been employed in her position for two years.

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[1] Now called the Training Center for Community Programs.

[2] There were no restrictions related to religion involved in this program for either students or volunteers. Although information on religion was not collected, it is known that Catholic, Protestant and Jewish volunteers were involved.

College Student Volunteers

Twenty-eight college students were selected from the pool of thirty-six applicants. Those selected were judged to be flexible in personal relationships and to be capable of assuming the responsibility for a long term relationship with a child. An adequate academic record was required. (The average was high C or low B). Three references were also required. Students from a wide variety of academic disciplines were involved.

All volunteers were single. Their average age was 20, with ages ranging from 18 to 22. Six volunteers were men; twenty-two were women. Seven were sophomores, 13 were juniors, and 8 were seniors. As a group they were fairly active in campus activities. The typical volunteer belonged to one or two campus organizations requiring between 5 and 6 hours time each week. One out of three volunteers was also involved in some community organization.

Only five volunteers stated that they had no previous experience with children and nearly all reported skills or interests which they thought would be useful in working with children. These skills included: story telling (13 volunteers), child care (13), group singing (12), arts and crafts (11), swimming (10), sewing and cooking (7), dramatics (5), nature study (5), and dancing (3).

All of the volunteers were white. Twenty-one were born in Minnesota.

The graduate student who served in a supervisory role was in her second year of graduate work at the University of Minnesota School of Social Work.

Training of Volunteers

Training of the volunteers was planned and carried out with the assistance of the Training Center for Delinquency Prevention and Control. College of Education faculty volunteers, YDP staff, and students from the preceding year's pilot program also assisted.

Volunteers were oriented through three sessions over a two and one-half week period. The first session centered on the objectives of the program. This was handled by two of the volunteers from the pilot project and by a staff member of the Training Center. The pre-tests for the evaluation of the volunteers were administered during this period, and the purpose of the tests was discussed.

The second session enabled the volunteers to meet with "their" children for the first time at the two schools involved in the program. A "Coke-tail" period was held by the children for the volunteers. After a half hour's conversation, the children took the volunteers to meet their teacher. Later the volunteers met together to hear one of the previous volunteers talk about resources for visits, and describe the initial experiences which most volunteers would encounter.

The third session centered on a description of the school neighborhoods. This session was conducted by a staff member of the Youth Development Project.

Staffing Problems

Considerable publicity was required to get a sufficient number of college students to apply for the program. However, no major staffing problems were encountered once the students were recruited. Nearly all recruits were considered acceptable for the program.

(Over 140 applications were received for the 1965-66 program. This was apparently the result of improved recruiting procedures and the publicity which Project Motivation had received during its first full year of operations.)

Two volunteer-student pairs discontinued during the year. One, because of ambivalent feelings between the parents and the volunteer. The other because the child's family moved to a different city.

VIII. BUDGET: How much did it cost? Where did the money come from? Where did it go?

No funds were allocated for this program. The University YMCA and YWCA donated time of staff members, office and meeting space, and office supplies needed to operate Project Motivation.

Some aspects of this program could have been carried out more easily if a modest budget had been available. Volunteers often found it demanding on their limited budgets to provide transportation, and purchase tickets or snacks for themselves and the child. For example, if a volunteer were to use city bus transportation to go to and from the child's home, and to take him somewhere at a distance from home, the day's transportation would cost $1.50.

IX. OPERATING STATISTICS: How many people were involved? When did the Program begin? End? etc.

How long has the program been in operation?

A pilot program took place during the 1963-1964 school year. Expanding from this, Project Motivation took place during the 1964-1965 school year. Volunteers were selected and trained in the fall of 1964, and placed with children in early November. School children were selected in October and November. This program remained in operation through May of that school year, so that the volunteers and children were actually together for a little more than six months during the school year.

A chronology of events is shown on the following page.

CHRONOLOGY

Pilot Program: Homework Helpers

Began	February 1964
Ended	June 1964

Project Motivation 1964-1965

Selection of school children	October, November 1964
Recruitment of college volunteers	Fall 1964
Training of volunteers	Early November 1964
Pre-testing of volunteers (first training session)	November 1964
Volunteers meet children	Mid November 1964
Post-testing of volunteers	Mid May 1965
Testing children	May 1965
Termination of visits	Late May 1965
Volunteer reaction forms completed	June 1965
Parents interviewed	June, July 1965

Project Motivation 1965-1966

Proposal submitted to Office of Economic Opportunity	February 1965
Project funded	July 1, 1965 to June 30, 1966

Numbers involved

During the pilot phase, eight volunteer-student pairs were involved. In the first year of the demonstration, there were twenty-eight volunteers working on a one-to-one basis with third, fourth, fifth, and sixth grade students from two YDP North Target Area elementary schools.

Number of dropouts

Two of the volunteer-student pairs discontinued meeting, while the remaining 26 continued. Many volunteers continued meeting with their children after the program officially terminated.

One volunteer-student pair discontinued meeting midway in the program because of ambivalent feelings on the part of the volunteer and the parents. A second pair discontinued when the child's family moved to another city.

How long is it expected to run?

Under new funding by the Office of Economic Opportunity, the program has been expanded four-fold to include six elementary schools and 100 children and volunteers. It will operate at least until June, 1966, under the primary direction of the University YMCA. The grant of $19,307 was made to the Minneapolis Metropolitan YMCA.

X. COMMUNITY INVOLVEMENT: What support or opposition to this program was given by the community?

Target Area Resident Participation

This project was originated by a committee from the Minneapolis School Administration, Youth Development Project, University of Minnesota Training Center for Delinquency Control, Edward F. Waite Neighborhood House, University of Minnesota College of Education, and the University YMCA and YWCA (See Section II, The Purpose). Parental permission was required in order for the child to participate in the program. Termination interviews with parents substantiated the belief that they had understood and were in agreement with the aims of the program.

> The parents of the children were involved for the first time when the school discussed with them the possibility of their children's participation in Project Motivation. This contact was followed up by a personal contact made by the volunteer....
>
> Most of the volunteers continued to see the parent (s) as often as they did the child. Some of the parents were indifferent in their attitude toward the program. Others were actively involved in a relationship with the volunteer, (i.e., in one case after several months into the project, one school social worker tried to make a home visit on a family difficult to see. She was not able to enter the house of the family until she mentioned that she was there partially to discuss the volunteer. In another case, a mother who had a daughter in the program and who runs a beauty parlor, regularly washes and sets the hair of the volunteer as a means of conveying appreciation for the volunteer's interest in her child).
>
> If we did encounter a problem with parents, it usually centered on the following two issues: (1) Racial; in a very few instances some minority group parents were ambivalent about having a Caucasian student working with their child, (2) The second issue had to do with parents who felt threatened by the role of the volunteer in relationship to their own role. In some cases this was eased through a more careful explanation of the volunteer's role and the reason their child was in the program (the children were not selected because of the adequacy or inadequacy of the parents).
>
> A great deal more work can be done in this area of parent involvement. In the future it is recommended that parents from the schools to be in the project be asked to be members of the project advisory committee. They should be consulted in all decisions regarding the direction of the program. Reports should be sent periodically to the parents summarizing the progress of the program. If possible, the project staff should visit with the parents on a periodic basis. (University YMCA, 1965, p.5).

Parents' suggestions for changes in the program were solicited and were reported to the director of the 1965-66 program well before the beginning of that program. The recommendation that parents be placed on the project advisory committee was accepted. Eleven of the 22 committee members are parents of children involved in the 1965-66 program.

There is no doubt that this program is strongly supported by residents of the Target Areas. Some complaints have been voiced by residents of the

South Target Area that they are being "short changed." They want more schools on the southside to be involved in Project Motivation. One of the six schools in the 1965-66 program serves the South Target Area. The Advisory Committee has been informed of the request of southside residents and plans to include an additional southside school in the 1966-1967 program.

Community Support or Opposition

Support from the Minneapolis Public Schools, the University of Minnesota and from social service agencies has been basic to the success of this program.

> The importance of the teachers and administrators of the schools should be underscored. One of the key factors in the success of the program is their cooperation and active involvement. From the selection of the children to the final evaluation procedures, we received excellent assistance from the teachers, the social service teachers, the special resource teacher and the school principals.
>
> The selection of the children was important and this is explained in an earlier section of the report. The other areas of cooperation are mentioned here: Some pre-testing is done at the beginning of the program with the teachers and the children. The approach made to the families of the children, assistance in the second orientation session for the volunteers, a mid-point evaluation (interviews with the children, questionnaire for the teachers), a teacher evaluation discussion, and help in a thorough data collection process, all were ways in which the schools cooperated in the project.
>
> The school social service teachers throughout the year were a great help in discussing problems with the volunteers. (University YMCA, 1965, p.5).

Coverage by the mass media was extensive. In general it presented a very favorable view of the project.

A number of newspaper articles were printed. A radio and a television presentation were also made. The University of Minnesota Daily published three articles about Project Motivation during the 1964-65 school year. The first two articles described the demonstration program and helped greatly in recruitment of volunteers. The second of these descriptive articles caused some displeasure by persons connected with the program. One of the children was named when it would have been more prudent to omit this identification. An image of a down-trodden child was presented. Steps have been taken to try to avoid a recurrence of this type of article. The third major article in the Daily announced the Economic Opportunity grant which funded the 1965-66 program.

Interviews with persons involved in the program were held on the University of Minnesota educational television Channel 2, and on KSTP radio. These helped recruit volunteers in the fall of 1965.

The Minneapolis Star and Tribune published two descriptive articles during the operation of the program, and another during the third year's operation in February, 1966. In February 1966 the Daily also printed another descriptive article describing the 1965-66 program.

The impact of this coverage on the general public has not been apparent. Certainly it has not caused a negative reaction. There has been no evidence of opposition. Irate letters to the editor have not appeared. Nor have letters of support. In summary, it appears that the program has a very favorable image among Target Area parents, school and University personnel, social agencies, and program administrators. The general public is either mildly in favor or apathetic toward this program.

The publicity has resulted in at least three favorable actions. First, it has made recruiting much easier. Second, a contribution of $1,000 was made to the project by an anonymous donor. This money was used as a small stipend for the 1964-65 volunteers who offered their services as supervisory aides for the subsequent year. Finally, inquiries have been received from other colleges and organizations which are considering the possibility of initiating similar programs.

XI. EVALUATION METHODS:

Statement of the Program Purpose as Seen from an Evaluation Viewpoint

In common sense terms two major purposes of Project Motivation seemed clear:

1. To motivate school children who were showing signs of loss of interest and motivation in their school experience.
2. To provide college student volunteers with a learning experience involving children who were unmotivated toward school work.

Working from these two general statements, several evaluation goals were set up. Not all of the project goals described in Section II - THE PURPOSE were evaluated. Some were ignored due to difficulties in arriving at sufficiently precise terms as to what the goal really meant. In the main, however, practical reasons of staff and time determined the evaluation approach.

The evaluation goals were:

1. To describe the children in Project Motivation in terms of certain school related variables (mental ability test scores, reading test scores, attendance, grades, and attitudes).
2. To determine the short range effects of Project Motivation on these children in terms of the school related variables described in No. 1. These variables included measures of ability, achievement and attitude.
3. To describe the college student volunteers who participated in Project Motivation.
4. To describe the children's reaction to the program as seen by:
   a) parents
   b) volunteers
5. To describe the activities of the children and volunteers as reported by:
   a) parents
   b) volunteers
6. To describe parents' reactions to the project.
7. To describe volunteers' reactions to the project.

8. To measure attitudinal changes of volunteers toward subjects related to the project (e.g. culturally deprived children, teachers, volunteers).

9. To obtain ideas for improving the program.

A summary of the evaluation results was presented in Section IV - RESULTS.

Evaluation Design

Evaluation goals 1 and 2 (description of the children and program effects on the children) were tested by Dr. Daniel C. Neale, Associate Professor of Education, University of Minnesota.[1] Briefly, his approach involved pre and post testing of Project Motivation children. A control group was used. A detailed description of his design is included in the following section.

The remaining evaluation goals were approached by (1) parent interviews (2) anonymous mail questionnaires to volunteers, and (3) analysis of volunteers' application blanks and records. A Social Attitude Inventory and a form of the Semantic Differential was also given to the volunteers before and after the project. No control group was used.

Mid-project evaluation, conducted by the YMCA, is not reported in this evaluation.

Evaluation Results

1. Description of school children involved in Project Motivation.
2. Short range effects of Project Motivation on these children.

This section has two purposes: (1) to describe children who were nominated for Project Motivation in 1964-65 in terms of scholastic ability, scholastic achievement, and school related attitudes, and (2) to compare an experimental group

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[1] This study was undertaken in part by Dr. Neale while he was supported by the University of Minnesota Center for Research in Human Learning. The Center is supported by grants from the National Science Foundation, the National Institute of Child Health and Human Development and the Graduate School of the University of Minnesota.

(children who actually did take part in the project) with a control group (children who were nominated, but who were not selected to take part) in terms of the same factors.

Two general sources of data were used;

1. The cumulative school records of children nominated for the project were inspected during the fall of 1965 to secure attendance records, school grades, standardized test scores and other relevant data.
2. Children nominated for Project Motivation were tested by the author and his assistants during May 1965 with the Bond-Balow-Hoyt *New Developmental Reading Test*, Form L-I, and with a version of the *Semantic Differential*, which had been adapted to measure children's attitudes toward school.

It was impossible to obtain complete data for the seventy-two children originally nominated for the project. Even for those children who remained in the city, many missed one or another test or else had incomplete cumulative records. Data on all of the variables considered in this report were available for only 51 of the original 72 nominees (71 percent).

Considering each variable separately, information was available on about 85% of the original nominees for every variable except the Gates Reading Test, for which scores of only 76% of the children were located (see Table 1). Since different information was missing for different individuals, however, the numbers in Table 1 do not always refer to identical groups of children.[1]

The problem of missing data was unavoidable in a population such as the one involved in Project Motivation. An extremely high rate of movement was characteristic of children such as those nominated for the project. In some cases families had moved to Minneapolis recently and cumulative record information was incomplete. In other cases families moved away, and post test data and/or cumulative records were missing.

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[1] The complicated pattern of the missing data is illustrated by the fact that nine of the original seventy-two nominees took neither the Developmental Reading Test nor the Semantic Differential; three took the Reading but not the Semantic Differential; and two the Semantic Differential but not the Reading.

Data from the cumulative records were more consistently available in the sense that, when a cumulative record was found, most of the pertinent information was on it.

Table 1

Number of Children for Whom Information Was Available on Variables in the Study

Variable	No.	Percent of Original List (N=72)
May 1965 Testing		
Developmental Reading	61	85%
Semantic Differential	60	83
Cumulative Record		
Absences (1964-65)	62	86
Absences (1963-64)	62	86
Grades (1964-65)	62	86
Grades (1963-64)	61	86
Gates Reading (Grade 3)	55	76
California Mental Maturity (Grade 2)	61	85
Data on All Variables	51	72%

Because of the problems of missing data the following strategy was adopted. First a description of the group was undertaken using every item of information available. Although shifts in the composition of the sample from variable to variable were troublesome, nevertheless they should not have produced marked distortions of the summary statistics employed. Second, the fifty-one children on whom data were complete were used in a series of analyses which compared experimental and control boys and girls.[1]

1. Characteristics of Children Nominated

Nominations for Project Motivation were made by teachers of grades three, four, five and six in the two cooperating elementary schools. Each teacher was asked to select a boy and a girl according to the following criteria:

1. achieving below potential
2. needs more broad social experience
3. needs better motivation for school
4. needs improved self concept
5. needs higher level of aspiration
6. needs to relate or identify with a stable individual

Of the seventy-two nominations received, cumulative record folders were located for sixty-two children.[2] On the basis of the information for the 62 children several characteristics of the nominees were noted.

In the first place, the great majority of nominees were below the Minneapolis public school average in intelligence, as measured by the California Mental Maturity Test taken in Grade 2. In Table 2 the distribution of scores on the Non-Language Scale is given for 61 nominees. Only three had I.Q. scores higher than 110. The same pattern occurred on the Verbal Scale of the same test.

Secondly, most nominees were below average in reading skill. In Table 3 the distribution of scores on the Gates Advanced Primary Reading Test (Paragraph

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[1] The same analyses were also made using all information available for the variables. The results were comparable to analyses using the 51 children.

[2] Nineteen in third grade, 11 in fourth grade, 17 in fifth grade and 15 in sixth grade during the school year of the project, 1964-65.

Reading) is given for the 55 children who had taken this test in grade three. Only 10 exceeded the average score for children in Minneapolis.

Table 2

Distribution of Scores on California Test of Mental Maturity (Non-Language Scale) for Nominees When They Were in Grade 2

I.Q.'s	No.	Mpls. Percentile at Midpoint of Interval
130 - 139	1	96
120 - 129	1	89
110 - 119	1	74
100 - 109	13	52
90 - 99	23	26
80 - 89	12	8
70 - 79	10	2
	61	

Table 3

Distribution of Scores on Gates Advanced Primary Reading Test (Paragraph Reading) for Nominees When They Were in Grade 3

Raw Scores	No.	Mpls. Percentile at Midpoint of Interval
22 - 24	7	75
19 - 21	3	62
16 - 18	1	49
13 - 15	5	35
10 - 12	18	24
7 - 9	5	16
4 - 6	6	9
1 - 3	10	4
	55	

Thirdly, nominees very rarely received high achievement ratings from teachers. The distribution of grades received by nominees during the year of the project (1964-65) and the previous year (1963-64) are given in Table 4. Grades of one (highest rating) were never given to more than six of the 61 children for whom data were secured. Grades of two and three were given in about equal proportions.

Table 4

Distribution of Grades[a]

Grades	1963-64 (N=61) No.	1964-65 (N=62) No.
Social Studies		
1	4	2
2	34	31
3	23	29
Reading		
1	5	5
2	22	27
3	34	30
Language		
1	4	2
2	20	24
3	37	36
Arithmetic[b]		
1	6	5
2	24	29
3	30	28

[a] Grades range from one (highest) to three (lowest).

[b] Data missing for one nominee in 1963-64.

Fourthly, for some of the nominees absence from school was high. In Table 5 absences are reported for 1964-65 and for 1963-64. Although about half of the children had fewer than ten absences each year, several children were out more than thirty days.

Means and standard deviations of these variables are presented in summary form in Table 6. In addition, in Table 7 data from the two instruments administered in May 1965 are reported. Mean score on the New Developmental Reading Test (17.84) indicates that the average performance of this group is like that of third graders, although the group contained mostly fourth, fifth, and sixth graders.

The Semantic Differential, scores of which are also reported in Table 7, is an instrument designed to measure attitudes. In this version, children were asked to rate each of the ten stimulus phrases given in Table 7 on each of ten bi-polar adjective scales. The sample page given in Figure 1 shows the adjectives used.

Table 5

Distribution of Absences

No. of Absences	1963-64 No. of Nominees	1964-65 No. of Nominees
40 and above	2	3
35 - 39	2	0
30 - 34	5	1
25 - 29	3	3
20 - 24	4	7
15 - 19	1	7
10 - 14	9	11
5 - 9	22	12
0 - 4	14	18
	62	62

Table 6

Means and Standard Deviations for Data Secured From Cumulative Records

Variable	No.[a]	Mean	S.D.
Absences			
1964-65	62	12.6	12.44
1963-64	62	13.5	13.66
Grades (64-65)[b]			
Social Studies	62	2.4	.56
Reading	62	2.4	.64
Language	62	2.5	.56
Arithmetic	62	2.4	.63
Grades (63-64)			
Social Studies	61	2.3	.59
Reading	61	2.5	.64
Language	61	2.5	.62
Arithmetic	60	2.4	.67
Gates Reading (Grade 3)			
Paragraph Reading	55	10.8[c]	6.67
Word Recognition	55	17.0[d]	10.76
Cal. Ment. Mat. (Grade 2)			
Verbal I.Q.	61	93.2[e]	13.75
Non-verbal I.Q.	61	93.3[f]	12.67

a. Data available on all variables for 52 subjects.
b. Grades range from one, highest, to three, lowest.
c. Grade equivalent 2.7; Mpls. percentile 21.
d. Grade equivalent 2.8; Mpls. percentile 20.
e. Mpls. percentile 20.
f. Mpls. percentile 23.

Table 7

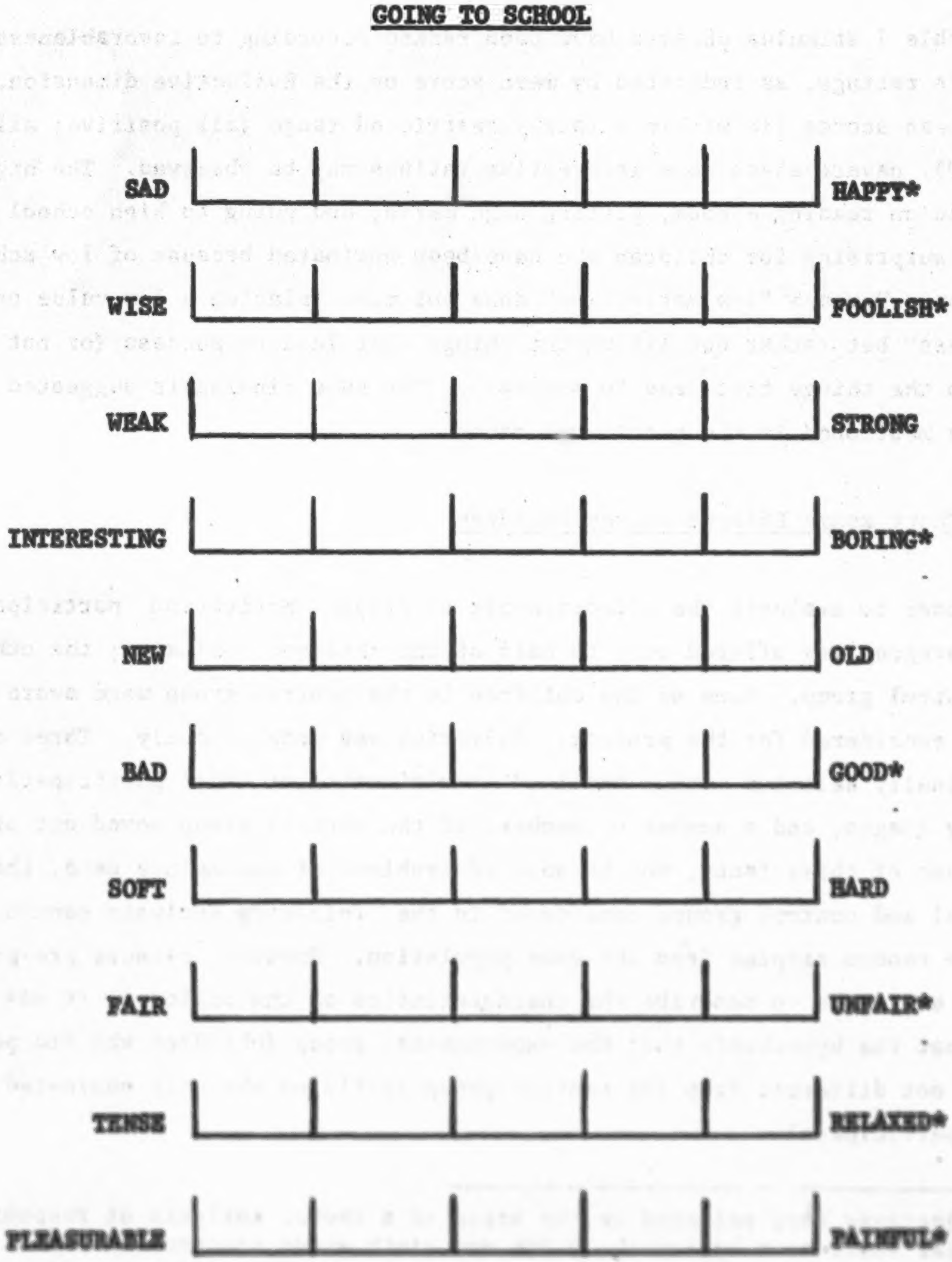
Means and Standard Deviations for Data Secured in May 1965 Testing

Variable	No.[a]	Mean	S.D.
Developmental Reading Test			
Word Recognition	61	30.7	6.69
Comprehending Ideas	61	31.3	8.63
Comprehending Instruction	61	20.7	4.60
Total	61	82.8	17.84[b]
Semantic Differential[c]			
Mother	60	29.7	5.47
Reading a Book	60	29.1	6.27
Grownups	60	28.7	6.26
Getting High Marks	60	28.7	5.59
Going to High School	60	28.0	6.94
My Teacher	60	27.7	7.04
Me	60	27.7	6.38
Going to School	60	27.6	7.60
Following Rules	60	27.5	6.77
Working Arithmetic Problems	60	25.1	7.76

a. Fifty-eight subjects took both instruments.
b. Grade equivalent 3.2.
c. Scores can vary from 7 (least favorable) to 35 (most favorable). A score of 21 is neutral.

Figure 1

Sample Page of Semantic Differential


GOING TO SCHOOL
SAD
HAPPY*
WISE
FOOLISH*
WEAK
STRONG
INTERESTING
BORING*
NEW
OLD
BAD
GOOD*
SOFT
HARD
FAIR
UNFAIR*
TENSE
RELAXED*
PLEASURABLE
PAINFUL*

* Added to give an Evaluative score.

Seven of the adjective scales were chosen to represent an Evaluative dimension (starred in Figure 1),[1] and responses on these seven scales were summed to give an Evaluative (good-bad) score for each child relative to each stimulus phrase.

In Table 7 stimulus phrases have been ranked according to favorableness of children's ratings, as indicated by mean score on the Evaluative dimension. Although all mean scores lie within a fairly restricted range (all positive; all between 25-30), nevertheless some interesting ratings may be observed. The high values placed on reading a book, getting high marks, and going to high school are somewhat surprising for children who have been nominated because of low school motivation. Perhaps "low motivation" does not mean "placing a low value on school success" but rather not liking the things that lead to success (or not being able to do the things that lead to success). The same finding is suggested in the study mentioned in the previous footnote.

2. Short Range Effects on the Children

In order to evaluate the effectiveness of Project Motivation, participation in the program was offered only to half of the children nominated; the others became a control group. None of the children in the control group were aware that they were considered for the program. Selection was made randomly. Three children originally selected either declined participation or ended participation in the early stages, and a number of members of the control group moved out of town. Because of these facts, and because of problems of incomplete data, the experimental and control groups considered in the following analysis cannot be said to be random samples from the same population. However, because pre-program data were available to describe the characteristics of the children, it was possible to test the hypothesis that the experimental group (children who did participate) were not different from the control group (children who were nominated butwho did not participate).

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[1] Adjectives were selected on the basis of a factor analysis of responses to a similar instrument by fourth, fifth and sixth grade students in one of theproject schools. This background study was reported by Daniel C. Neale and John M Proshek in School-Related Attitudes of Culturally Disadvantaged Elementary School Children, a paper delivered at a meeting of the American Educational Research Association, February 1966.

In Table 8 comparisons of experimental and control boys and girls are presented for the pre-project variables. Using a two-way analysis of variance procedure, no significant differences were found between boys and girls or between experimental and control groups in terms of (1) absences during the year prior to the project, (2) grades received during the year prior to the project, (3) reading ability (as measured by Gates Advanced Primary Reading Test taken in grade 3), or (4) intelligence quotient (as measured by the California Test of Mental Maturity taken in grade 2).[1]

Table 8

Means and Analysis of Variance F-ratios for Fifty-one Experimental and Control Boys and Girls on Pre-Project Variables

	Experimental		Control		Anova F-ratios		
	Boys N=5	Girls N=16	Boys N=15	Girls N=15	Sex	Treatment	Interaction
Absences (63-64)	23.0	10.1	12.5	18.7	.57	.04	4.50*
Grades (63-64)[a]							
Social Studies	2.2	2.1	2.4	2.2	.62	.62	.13
Reading	2.6	2.4	2.6	2.3	1.48	.18	.18
Language	2.6	2.5	2.7	2.2	2.56	.18	1.20
Arithmetic	2.4	2.1	2.6	2.3	2.16	.79	.00
Gates Reading (Grade 3)[b]							
Paragraph Reading	11.0	11.4	7.5	13.1	1.97	.20	1.44
Word Recognition	20.4	15.6	10.9	18.1	.12	.95	2.89
Cal. Ment. Mat. (Grade 2)							
Verbal I.Q.	92.6	94.9	87.9	96.3	1.58	.15	.50
Non-Verbal I.Q.	96.6	97.4	91.1	93.7	.17	1.29	.05

a. Grades range from one, highest, to three, lowest. * $p < .05$

b. Raw scores.

---

[1] Since comparisons can only be made on tests taken by all children, instruments were limited to those taken by the youngest members of the group. A number of useful tests given by the schools had to be ignored because they had been given only to the fifth or sixth graders in the project. One other limitation was the fact that no pre-project measures of attitude were taken or available.

Only one interaction F-ratio was significant ($p < .05$), that for number of absences during 1963-64. Experimental boys had more absences on the average than control boys, whereas the reverse was true for girls.

In Table 9 comparisons of experimental and control boys and girls are presented for post-project variables. Effects of the project might be expected to reveal themselves in differences between experimental and control subjects on these measures.

Although several significant differences were noted between the performance of boys and girls, no significant differences were noted on comparisons between experimental and control groups.

One significant F-ratio ($p < .05$) was noted for the interaction effect on evaluations of "Mother." Boys who had participated in the project rated mother less favorably than did boy controls. No such difference was apparent between experimental and control girls. If the difference is genuinely an effect of the project, one might hypothesize that the provision of a male identifying figure to these boys could have weakened their dependence on their mothers. However, the pattern is not definite enough to be very convincing.

The significant interaction effect noted in the analysis of pre-project absence figures was not present in the same data for 1964-65, the year of the project. The difference was in part due to the fact that the experimental boys had reduced their absences from an average of 23 to an average of 8. This suggests a very important effect of the project on the behavior of the boys. Because of the small number of boys in the project, of course, these differences should be interpreted with caution.

Table 9

Means and Analysis of Variance F-ratios for Fifty-one Experimental and Control Boys and Girls on Post-Project Variables

	Experimental		Control		Anova F-ratios		
	Boys N=5	Girls N=16	Boys N=15	Girls N=15	Sex	Treatment	Interaction
Absences (64-65)	8.4	13.8	8.9	18.0	3.10	.34	.20
Grades (64-65)[a]							
Social Studies	2.4	2.3	2.6	2.3	2.48	.65	.51
Reading	2.8	2.3	2.5	2.1	5.36*	.90	.16
Language	2.8	2.5	2.7	2.3	4.73*	.73	.22
Arithmetic	2.2	2.3	2.6	2.3	.31	.79	1.28
Developmental Reading Test[b]							
Word Recognition	27.2	33.1	31.3	30.2	1.53	.11	3.34
Comprehending Ideas	30.4	34.7	30.0	32.5	2.35	.34	.16
Comprehending Instructions	20.4	21.9	21.3	20.3	.05	.07	.60
Total	78.0	82.6	89.8	83.1	1.34	.06	1.31
Semantic Differential[c]							
Mother	22.8	31.5	29.6	30.7	9.00**	3.69	6.06*
Reading a Book	27.2	29.5	28.3	31.0	1.78	.46	.01
Grownups	24.8	31.0	27.4	30.5	6.96*	.36	.75
Getting High Marks	25.4	30.3	27.9	29.4	3.81	.32	1.03
Going to High School	25.0	30.0	29.1	25.5	.10	.01	3.79
My Teacher	23.0	29.0	26.9	30.3	4.96*	1.34	.41
Me	25.0	29.3	29.0	29.3	1.38	1.23	1.03
Going to School	23.4	29.4	23.2	31.1	7.12**	.59	.08
Following Rules	29.8	27.9	27.1	28.4	.02	.27	.39
Working Arithmetic Problems	22.8	26.6	26.3	23.1	.01	.67	.36

a. Grades range from one, highest, to three, lowest.
b. Raw scores.
c. Scores range from 7 (least favorable) to 35 (most favorable).

* $p \leq .05$
** $p \leq .01$

3. Evaluation Results - Description of the College Student Volunteers

Application blank information was analyzed in order to obtain a composite picture of the college students who volunteered and were accepted for Project Motivation. A sample of this blank appears in the appendix.

Most of the information regarding the volunteers appeared in Section VII - STAFF. In addition, it was discovered that only one out of four volunteers owned an automobile. This fact became particularly important during the winter when temperatures ranged to 26 degrees below zero and stayed below the zero mark for several weeks. Volunteers were forced to use public transportation which proved costly.

Some information on attitudes was also revealed by the application blank analysis. Volunteers were asked why they wanted to participate in the project and what they thought the children would gain from it.

Most volunteers (12) felt that working with a child would be a good learning experience. One-fourth stated that they liked children, wanted to help a younger person, or wanted to gain experience with underprivileged children. A few volunteers mentioned their interest in "the dropout problem," being part of something important, and the needs of the child for a supportive relationship. Significantly, only one volunteer felt that the project would help her to understand juvenile delinquency.

The major benefits for the child--as seen by the volunteers--were to provide them with a friend with whom they could identify (14 volunteers), help them become aware of the values of education (12), and stimulate broader interests such as fine arts (8). Other benefits mentioned were increased self-confidence (6), better school, family, community adjustment (5), and improved knowledge of the "social system" (5).

In summary, it seems that the volunteers joined the project for the dual reasons of learning by experience and helping others. Several of them saw the children as disadvantaged, but the children were not viewed as delinquents. In contrast to the original purpose of the pilot study (1963-64) none of the volunteers saw this program as primarily a tutoring program. Emphasis was on providing the children with rather abstract assets such as friendships, appreciation for education, and greater breadth of interests.

4. Children's Reactions to the Program as Seen by Volunteers and Parents

Volunteers' reactions to the project were obtained from a reaction sheet which was mailed to them the third week in May, approximately two weeks prior to the end of the University school year. A series of follow-up letters yielded 24 responses out of 26 (two volunteers had discontinued). All responses were mailed directly to the YDP. Respondents were requested to not sign their names.

Parent interviews were conducted in their homes in order to learn their feelings about the program. Interviews were conducted in early summer, 1965. The race of the interviewers was matched with the parents' race in an attempt to prevent interviewer and respondent bias. Twenty-five interviews were completed. As one parent had two children in the program, this accounted for 26 children. One family had moved and another family could not be reached despite repeated attempts.

* * *

Children's Reactions to the Project - Volunteers' Comments

A. How do you think the child felt about the experience?		No.
	No benefit	0
	Little benefit	0
	Some benefit	7
	Quite beneficial	11
	Great benefit	5
		23*

Comments by volunteers are listed below. All names used are fictitious.

* * *

- It appeared toward the middle of the project period that Sue was quite excited about the program and saw it as a reassuring experience in friendship.
- He was always alert to the possibility of our relationship being quickly dissolved, but this was slight near the end.

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* The base number for volunteer responses was 24. All respondents did not answer each question.

- Carol thinks that having a friend like me is the best thing that ever happened to her.
- There was someone there especially for her.
- Again, I'm sure the child doesn't think in terms of benefit. She responds to me as a friend -- she enjoys what we do and wants to continue our relationship simply because she likes me, not because I'll benefit her.
- It is very hard to judge. When questioned, Linda's reply was "I don't know."
- I think he enjoyed being in the project and does want help.
- She liked the prestige attached to having a big friend and she liked the athletic things we did.
- Jane seemed to be happier at the end of the project.
- I feel she enjoyed our times together and would like to see them continue.
- I know Dick enjoyed it; how it benefited him was difficult to tell.
- I doubt that he has thought about the project in these terms.
- She loved it.

B. Did you notice any changes in the child, especially in attitudes, motives, values, and ability to develop a friendly relationship with you?

- We reached a level of friendship about two months after the initial contacts which was not altered much from then on. She never did tell me any of her problems, probably because she cannot crystalize them in her own mind and has never had anyone to talk to before.
- Betty had good values and was friendly to me from the beginning. I think she developed better attitudes toward other children from some of our talks.
- She seemed to be more inquisitive and interested in her environment.
- When Barbara was with me, she always tried to be friendly and please everyone, but Barbara's main difficulty lies within her home life, and until the values taught to her at home disappear, she's going to be as she is.
- Not really, he was a talkative, friendly, fairly well adjusted boy when I started.
- No, a well adjusted child from the start. Naturally a little shy at first.
- She became less shy and withdrawn, more independent, more willing to share.
- Norma has always been friendly and has excellent attitudes. Worrying was her main problem and this affected her schoolwork. At present she appears to worry less and has done much better schoolwork.
- Joyce is much more outgoing than she was at the beginning of the year. She also trusts me more. She is also a little more concerned about others.
- She is more independent. She feels she can suggest her own ideas. She feels that school is more important.

- In the beginning she seemed not to depend on anybody and now asks me for advice and trusts me. So often that trust in another person has been refuted. She certainly has the ability to develop a friendly relationship and now she seems happier than when I first knew her. Any other changes I am still questioning.
- I notice a greater openness between Janice and me or increased ability to develop a friendly relationship with me. Other than that I can't say.
- She gained prestige at home and school. She was much more able to relate and open up later in the year. An increase in desire to read and desire for learning and going on to greater things.
- By spring quarter our relationship had changed. She thought of me more as a big sister. She started copying the way I dressed. The child herself was more responsive. I could begin to tell something of the way she felt through her facial expressions, finally through her verbal expression.
- He has started to grow more considerate of others. He seems to try harder in improving himself.
- Yes, child became more trusting on the whole and could be very responsive at times. As I mentioned before, she seems to have become more aware of things around her.
- Lonnie seemed to acquire a desire for college. She also enjoyed plays and movies. The more often I was with her the more casual and friendly our relationship was.
- No, I didn't; naturally she became more affectionate and friendly toward me aswe became better friends, but I noticed no change in her behavior toward others, which had always been friendly, outgoing and (sometimes) rather too "pushy."
- Once I gained her confidence, we were able to establish a firm friendship. I think she became more outgoing and willing to express herself and hold up her end of a friendship.
- No, but this is probably due to two factors: I was not seeing Ken as often as I saw my boy one year ago. (One visit per week vs. two visits per week.) Also, Ken was quite well adjusted to start with and very easy to get acquainted with and get along with.
- As the year went on she became more open and more at ease. Her teacher felt she had taken a more positive rather than neutral attitude toward school though I'm not sure to what degree this can be attributed to her contact with me. Her enthusiasm and interest in our activities increased and toward the end she showed a reluctance to admit that there were only a few weeks remaining.
- Yes, she gets along well with others now. She isn't as shy around others as she used to be. That's all I can notice readily. Mrs. Smith has told me that when my visits were regular (i.e. before I got sick) Jane's school work was improved.
- Changes in the relationship definitely occurred - Norman has become more self-confident in the relationship. Other changes in attitudes, values, motives have not been noted.

C. **How valuable do you feel this contact was for the child?**

	No.
No benefit	0
Little benefit	0
Some benefit	7
Quite beneficial	15
Great benefit	2
	24

All the volunteers felt that the program and experience was of some degree of benefit to the child. Only two, however, rated it as of "great benefit," with most chosing the less emphatic answer of "quite beneficial."

* * *

- Carla was enrolled in summer school which probably wouldn't have happened prior to the project. She had fewer discipline problems in school, was elevated in eyes of classmates. Worked harder in school. Contributed to conversation at home. Some of her problems with classmates were ironed out.
- Anytime one of these children can broaden his realm of experience and his contacts, I think it will be beneficial to him.
- A temporary benefit for child, and am sure it will not amount to anything more and am happy I had not really expected it to.
- I never quite knew if she liked being in the project, but I think she liked it.
- Chuck needs someone to talk to very much.
- This is extremely difficult to assess since my child's problems are of a more vague nature such as developing self concept, inferiority complex, need for mother image, etc. and whether our friendship was beneficial won't always be evident on the surface or immediately.
- The activity would have been more beneficial for this particular child had there been more group activities with other children.
- I think he has shown signs of improvement, but still has many problems to solve.
- It was hard to tell, but I think she appreciated the friendship and broadened her perspectives.
- It was good for her simply because she saw, heard, did things she wouldn't have otherwise.
- I think because of it she became a little more outgoing, had more confidence in herself and had someone older to identify with.
- It is difficult to be sure, but judging by child's reaction when I was around he loved it.
- Difficult to notice changes in school behavior related to specific goals of the project.
- It gave her someone to talk to and have as a friend. The things we did helped her gain confidence in herself.

- Although the child I worked with didn't change much, this was a great opportunity to do many things that would not be available to her.

Children's Reactions to the Project - Parents' Comments

A. Do you think __________ improved in school this past year?
(Child)

Twenty-one parents replied that they felt the child had improved in school. Three did not think the child improved, and one did not answer the question. Specific comments are as follows.

* * *

Comments of parents who thought their child improved:

- Quite a bit.
- Very much.
- Not so restless.
- Reading is much easier for her now.
- Somewhat -- but reading is still slow.
- Had a few N's on her report card, but her card was much improved. Passed from fifth to sixth grade.
- Arithmetic especially.
- Improved much more when he first started going with the volunteer. Seemed to slip toward end of school year. Don't know why.
- Very much -- had all S's on her report card.
- Reading and arithmetic has improved, but Steve is a little slow in grasping.
- Child has definitely improved.
- Arithmetic is hard for her.
- Her marks improved.
- Lloyd can read better.
- Always has had good grades. Has been more careful in choosing her clothes.

Comments of parents who did not think the child had improved:

- Did nothing connected with school. Remedial reading course improved Scott's school year.
- Her teacher called. Said her marks were not improving.

* * *

B. If yes (child improved in school), did Volunteer having anything to do with this improvement?

The twenty-one parents answering "yes" and the one "uncertain" on the previous question replied to this question. Twenty of the twenty-two felt the volunteer had something to do with the improvement, two did not. Parents answering "no" had no comments.

* * *

- Volunteer was like a big sister.
- Quite sure.
- She helped with her math and reading.
- Helping with homework helped a great deal.
- Because she spent quite a bit of time helping her with her reading.
- Met her at school sometimes and helped her with her homework.
- Cathy more eager to study through encouragement from volunteer.
- No doubt about it. Sometimes a parent can't get through to a child, but volunteer sure could.
- Going to library with him and helping him read was a big help.
- Made her take more of an interest in it. Made studying a game -- and it was fun.
- Because he took an interest in him and helped him.
- Got them interested in things.
- Helped her study arithmetic.
- Just the fact that she took an interest in Holly made her come out of her shell.
- Because she spent time with her at the library helping her read.
- Because she more or less copied volunteer.

C. Does ____________ like school any better than he/she used to?
(Child)

Eighteen of the parents said that their child did like school better than he used to. Two did not answer the question directly, and give gave other answers. All of those giving "other" answers stated that their children had always liked school.

The two parents not answering the question directly stated the following:

- Couldn't say -- he never found an excuse not go go. Obeys rules.
- Can't say -- but have no trouble to get him to go.

* * *

Comments by parents who said their child liked school better:

- Hasn't complained; always ready to get up and go to school.
- But she seems to be more grown up -- realizes things she has to do.
- Didn't want to start school in fall, but since she has been seeing volunteer, won't miss school at all.
- Seems a little bit easier.
- About the same, but he did want to go to summer school.
- Seems to enjoy it much more.
- School seems easier.
- More fun now because she can make friends easier.

D. If yes (likes school better), did _____________ do this?
(Volunteer)

Twenty-one parents answered this question. Fourteen of them said that the volunteer helped the child like school more. Three said the volunteer was not responsible for the change, and four gave other answers.

* * *

Comments of parents who felt that Volunteer helped child to like school more:

- School work became easier.
- Because reading is easier.
- Enjoyed doing anything with volunteer. Her helping with homework made her school work easier.
- Has always like school, but volunteer helped her like arithmetic better.
- Thinks his whole outlook has improved since he has been going with volunteer.
- Had a man teacher in sixth grade that she like very much.
- Because they helped with their school work.
- Volunteer brought out all her good qualities.
- Reading is easier.

Comments of parents giving "other" answers to the question:

- Never did dislike school.
- She pointed out good things about school.
- Has always liked school.

E. How did ____________ get along with the volunteer?
(Child)

Of the twenty-four parents answering, all but one felt that the volunteer and the child got along very well. The relationship between the child and the volunteer was described as "fine," "very well," "wonderful," "excellent--couldn't be any better," and "real good." The one parent not completedly pleased with the relationship described it as "fair--volunteer was too bossy."

5. Activities Engaged in by Children and Volunteers as Reported by Volunteers and Parents

Volunteers' Reports

The volunteers reported an average of 127 hours spent on the program.* Of the 127 hours, about 75, or 60% of their time, was spent with the child. Supervision, planning, preparation and record writing required almost 28 hours per volunteer. Nearly 7 hours were spent in orientation and training. The average volunteer reported spending 7 hours reading articles related to work with deprived children. Finally, nearly 9 hours were spent with the parents of the child. For each of these activities, the range of hours reported spent was great (See Table 10).

Volunteers reported having spent 30% of their time with the children in home activities (See Table 11). All volunteers had engaged in some activity of this type with conversations and hobbies reported by at least three-fourths of the volunteers. Twenty-one of the 24 responding had participated in school related activities, which required an average of 14% of their time with children. Sixteen of the 21 volunteers taking part in some kind of school related activities had helped children with reading, and had done so an average of five times.

All of the volunteers reporting had participated in some neighborhood activities, which required 19% of their time with the children. The most frequently reported neighborhood activities were sports and recreation, and walking around.

Volunteers and children spent 13% of their time together in activities related to the University. Most frequently reported were visits to the campus.

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* The amount of time spent in transportation was an important but unknown factor.

Community activities occupied the remaining 22% of their time. Twenty-one volunteers reported having been to stores or shopping centers, or to a library. Those participating in these types of activities did so an average of almost three times each.

Table 10

Disposition of Volunteers' Time as Reported by Volunteers

Activity	Hours Spent by Volunteers		
	Mean	Range	N*
With the child	75.2	35-150	23
In supervision	13.8	4-37	23
In orientation and training	6.8	2-20	23
In planning, preparation, and record writing	13.8	4-54	23
Reading (related to work with deprived children)	7.2	2-25	14
In contact with the child's teacher (and/or school administrators)	3.3	½-6	22
With parents of child	8.9	1-54	21
TOTAL	127.1		

* N indicates number of volunteers who reported they participated in this type of activity. Of the 24 volunteer replies received, one did not answer the question, so N = 23 indicated that all responding participated in the activity.

Table 11

Activities In Which Volunteers and Children Spent Time

As Reported By Volunteers

Activity	Participation in Specific Activities			Participation in Areas of Activity		
	% of Time Spent on Activity		No. Participating	% of Time Spent on Activity Area		No. Participating
	Mean%	Range		Mean%	Range	
Home Activities				30%	2-90%	24
Reading	7.6%	2-35	17			
Conversation	10.3	2-30	21			
Music, singing, instruments	4.2	1-5	5			
Games	5.2	2-16	17			
Hobbies, craft work	4.1	1-10	18			
Exchange of gifts	2.4	1-4	11			
School Related Activities				14%	0-40%	21
Hobbies, craft work	3.7%	1-10	10			
Conversation	8.0	1-25	13			
Reading	5.2	1-10	16			
Work on homework	3.4	1-16	14			
Sports	2.2	2-3	7			
Music	2.5	1-2	4			
Visiting school class, special functions	2.8	1-5	5			
Neighborhood Activities				19%	5-80%	24
Sports, recreation	6.0%	1-28	20			
Settlement house	2.1	1-5	7			
Visiting stores, shopping	3.9	1-15	14			
Walking around	3.4	1-12	22			
University Activities				13%	1-40%	22
Visiting campus, buildings	2.2%	1-5	17			
Sports, recreation	1.8	1-4	12			
Visiting dorm, rooming house	3.4	1-10	12			
Attending theater, concert bazaar, etc.	1.5	1-4	9			
Meeting people	4.0	1-10	12			
Community Activities				22%	5-50%	24
Art center or museum	3.2%	1-8	15			
Stores, shopping centers	2.8	1-7	21			
Tour business, industry	1.5	1-2	2			
Movies, theater	2.5	1-6	13			
Circus, sports events	2.5	1-10	17			
Library	2.9	1-5	22			
Public buildings, airport	3.3	1-13	13			

Parents' Reports

A. Can you tell me some of the things your child and (the volunteer) did together?

All of the parents interviewed answered this question, and all knew of three or more things which the child and volunteer had done together. Individual replies are listed below:

- Ice skating; football, handball; target practice; circus, Ice Capades.
- Skating; picnicing; swimming; movies, shopping.
- Zoo; movies; circus; library, University, church.
- Theater; horseback riding; biking; played ball.
- Trips to St. Paul (University Farm); Capitol; baked, hiking; went downtown.
- Swim; movies; flew kites, bowling; played ball, ice follies.
- Downtown; library; field trips, Guthrie Theater; picnics.
- Picnic; Minnehaha; had dinner on campus.
- Bike riding; take walks on campus; go to the stores; go to R's apartment; Museum at U.
- Baking; movies; went riding; zoo; helped with homework; skating; took her to her house.
- Shopping; campus; library; played badminton at school; helped with homework; made birthday and Christmas gifts.
- Swimming; library (3 of them); Guthrie Theater; skating; lots of homework; sledding; University plays; made cookies at P's house at Christmas time; picnics; zoo.
- Shopping; saw Mary Poppins; ice skating; took her to her house at Thanksgiving and Christmas and many other times; homework; made scrapbooks; went downtown to dinner.
- Trips of interest; homework; swimming; skating; ice show.
- Walker Art Center; library; games and paper dolls (which mother didn't think necessary); skating (once); walks; visited at M's house.
- U campus; armory (basketball game); Minneapolis Star; picnic; Twins baseball game; circus; library; helped with reading at school.
- Moppet Theater; see Santa Claus; reading at school; only at house twice.
- Library; U play; played Monopoly; ice skating; helped her shop for Easter outfit; homework.
- Picnics; played baseball; circus; homework; still visits him.
- Foshay Tower; library; U campus; homework-reading; U campus library and art exhibit; scrapbook; homework reading.

- Library quite often; picnics; read together; helped with homework; circus.
- Art Center; new library; picnic; stayed overnight at dormitory; U theater; bike riding; homework.
- Library; Foshay Tower; art museum; ice show; homwork; sewing at school.
- Art museum; U Theater; library; movie; hikes to Glenwood; baking; knitting; visited J's home.

B. Has ____________ ever mentioned anything he/she did with ____________ that he
(Child) (Volunteer)
really liked?

Twenty-two of the 25 parents interviewed said that there were things the child mentioned that he really liked. A few of the parents reported that the child really liked everything that was done. Others were more specific, telling of certain activities.

* * *

- Bowling.
- Going out.
- Visiting University farm.
- Swimming.
- Picnic at Minnehaha.
- Enjoyed everything (6 parents gave this reply).
- Drawing pictures in coloring books.
- Swimming at University.
- Walker Art Center (is interested in art).
- Circus, basketball game, ball game.
- Moppet Theater and going to see Santa Claus.
- Ice skating.
- She liked Gretchen--period!!!
- Everything. Volunteer promised to teach him how to play golf before the summer is over.
- Came twice a week and Patty could hardly wait for her to come.
- Likes the reading.

C. Has ______ ever mentioned anything he did with ______ that he really disliked?
(Child) (Volunteer)

Only one of the 25 parents interviewed said that the child had ever mentioned anything he particularly disliked. This parent said that the child did not like walks or paper dolls. A second parent, although saying the child had not expressed a dislike for anything, did mention that the child did not seem to like doing math.

6. Evaluation Results - Parents' Reactions to the Project

Parents' reactions to Project Motivation were extremely favorable in most cases. All but one of the parents felt that the relationship between the volunteer and their child had been a good one. When asked what they thought was best about the project they frequently used the words companionship, activity, exposure and opportunity. Parents felt that volunteers were in the project because "they want to help children."

A few parents felt that the activities should be more closely related to school subjects.

Interviewed parents generally reported that their spouse (usually the father) held similar views of the project.

There were few negative comments. Some parents seemed to feel that the project should emphasize school work (tutoring), but this did not appear to be a major criticism.

Perhaps the best indication of parental reaction to Project Motivation was the fact that 91% of the parents with children still in grade school would like to have a volunteer for those children.

A. How did ____________ get along with the volunteer?
(Child)

Of the 24 parents answering, all but one were very pleased with the volunteer, describing the relationship between the child and the volunteer with such adjectives as "fine," "very well," "wonderful," "excellent--couldn't be any better," and "real good." The one parent not completely pleased with the relationship described it as "fair--volunteer was too bossy."

B. What did you think of ____________?
(Volunteer)

This question emphasized the parents' reaction to the volunteer rather than the childs' feelings. All of the parents replying appeared to like the volunteer personally as indicated by some illustrative comments.

* * *

- **Very nice person.**
- **Pretty nice kid; talked with her a few times.**
- **Liked her real well, she was a very nice person.**
- **She was a wonderful person.**
- **As a person she was all right, but she should have spent more time on school studies--reading and arithmetic.**
- **Only saw her twice. Seemed like a nice girl.**
- **A fine boy.**

C. What is your feeling about the things he/she did with ____________?
(Child)

All 24 of the parents interviewed had comments to make on this question. Most were favorable. Two thought that there were too few things done which were connected with school. Most, however, seemed pleased with the things the child and volunteer had done, and their effect on the child.

A number of parents commented that they liked everything that was done, and described their feelings as "really wonderful," "very helpful," etc.

* * *

- **Did nothing connected with school. Remedial reading course improved Linda's school year.**
- **Very successful, improved her a great deal.**
- **Fine, but Jerry looked forward to "fun" activities only as fun.**

- Thought they were all good--made things interesting no matter what they were doing.
- Very nice that she took time, because not many people will (other than parents).
- Approved of the things he did, except the communistic ideas.*
- O.K. Bruce liked everything.
- Tremendous--Sally was a changed girl.
- Very well rounded.
- Outside activities were fine, but time at home was wasted because she needed help with her school work.
- Did the things boys of his age liked to do.
- Didn't do enough. Was glad for what she did do for her.
- Fine. Did both fun things and educational things.
- Everything fine. They had fun besides getting help with their school work.
- Thought it was real nice for volunteer to take her time and do things with Debbie. Everything was helpful.
- All things were interesting and educational.
- Got to do things she couldn't otherwise have done because they are on relief.

D. Did you think that the Volunteer was helpful to __________?
(Child)

All but one of the parents felt that the volunteer was helpful to the child. The one parent not feeling the contact was helpful stated that the volunteer did not give the child the help in schoolwork which she needed.

* * *

- Good buddies.
- Teaching her things that she (mother) didn't have time to help her with.
- More satisfied, enjoyed trips, more happy than if she had only school.
- Revealed many things to child; was able to tell and explain many things that she feels she might not have been able to explain as well as the volunteer did.
- She spent time with her that the mother didn't have time to do.
- Becky would rather go with the volunteer than do anything.
- Marie is shy, with volunteer's help she isn't so shy.

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* Investigation of this allegation revealed a clash between liberal and conservative ideas, but no evidence of "communistic ideas."

- Reading.
- Looked forward to being with the volunteer. Learned things about men--Father spent little time with Vicky.
- Settled down a little more. Studied more.
- Her grades in school improved.
- Because she could do so many things Mrs. A. (mother) couldn't do, because she has five youngsters.
- In her attitude and in her school work. Is much more respectful to others now.
- Very definitely. Everything improved.
- More respectful.
- Only as far as it went. Didn't see her more than 5 or 6 times.
- Schoolwork - companionship of older girl - has only 3 younger brothers.
- He is a good example to follow.
- Quieted them down. Aren't so restless any more.
- Very much so.
- Came out of her shyness and makes friends much easier for her.
- Got to see and do a lot of things she couldn't otherwise do.
- Grace changed from a little girl to a woman. Got her interested in many things.

E. Why do you think ____________ tried to help your child?
(Volunteer)

Most of the parents perceived the reason behind the volunteer's participation in the program as a liking for children and a desire to do something for other people. Others, however, did not seem to grasp what was being asked--the inner motivation or concern of the volunteer which caused him to expend so much time with the child --and did not answer the question.

* * *

- Thinks Shirley was picked out of the hat and then volunteer was appointed to her.
- She enjoyed working with children and helping others.
- Tried to make her happy--taught her things a girl her age would need to know; more mother than a sister.
- Y.D. Program called. Volunteer said she was willing to work with her. (Parent thought the YDP had asked the volunteer to help the child.)
- Interested in children of Chris's age and children in general.
- Because he needed help.

- She said that it was part of her program and she also seemed to like Kay.
- She liked Terry.
- Because she liked to help people.
- She must have liked Donna.
- She must have wanted to help a child.
- Were like two sisters -- treated her like a sister.
- Genuine interest in helping people.
- Volunteer told her she was interested in children.
- Seemed to like helping children.
- Because she liked children.
- Doesn't exactly know, but things maybe he liked to help humanity.
- Helps them to see how children respond. Also they want to help children.
- Has been wondering about this herself, but it must be that she wanted to help someone--even came out on the bus on cold days.
- Thought at first it was because she would get extra credit, but later decided volunteer really liked Roberta.
- Took a real interest in Carl--seemed to like helping children.

F. What do you think is the best thing about this program?

All parents had a comment concerning the best thing about the program. Many things were included, centering around benefits received by the child.

* * *

- Companionship; going to different events (Ice Follies, etc.)
- Wonderful -- helps children to help themselves when parents can't give them much time.
- Learn to cooperate with people. See things concerning the city.
- Educational.
- Helping people and children to understand different things the mother doesn't have time for.
- Chris was slow, but with volunteer he seemed to speed up.
- Carol can see and be taught different things. Learn more about life.
- Vicky is slow and quiet--program seems to have brought her out of her bashfulness.
- If he ever encouraged Tom to continue his education--really would be a good thing.

- The children themselves enjoy it. Get to do some things they couldn't otherwise do.
- Gives children opportunities they wouldn't otherwise have.
- She got to go places and do things she couldn't otherwise do.
- Improves the child--thinks the program should go on indefinitely.
- Parents cannot get close enough and talk over things with children. An outsider, like volunteer, could.
- Children get to do things parents haven't time to do with the children.
- Social adjustment. James is a much easier boy to get along with. Also outside activities that parents couldn't take him on.
- Others take interest in children and help them and take them places that parents don't have time to.
- Makes the child more interested in school and also in life in general.
- Taking them to places of interest. Helping with school work and keeping up with other children.
- Teaches children how to get along with other people.
- Everything is good about it.
- Gives children a lot of extra activity they wouldn't otherwise get.
- Children can have outside interests that they otherwise couldn't have.
- Companionship.

G. What do you think is the worst thing about this program?

Twenty-one of the parents said that nothing was wrong with the program.

For the three parents who had an opinion about the worst phase, three different things were mentioned. One said that there was "no set hour for times of meeting; nothing scholastic accomplished."

Another felt that the University did not know the background of the volunteer.

A third said that there was basically nothing wrong with the program, but that the volunteer was ill off and on and didn't get to see the child as many times as they had planned.

H. What does your husband/wife think of the program?

Nineteen of the parents interviewed, to whom the question was pertinent (they had a spouse in the home), told of their spouse's feelings, most of which were positive. One parent said the spouse was not aware of the program. One did not approve of some of the political ideas expressed by the volunteer, but liked the program until these ideas were suspected. One thought the program would be fine if the right worker was with the child. Other comments are listed below.

* * *

- He thinks it's wonderful; big help to him.
- He things it's real good.
- It's fine.
- He thought it was a real good idea--also thought Jim was helped by it.
- He liked it; wanted to know why she didn't continue in it throughout the summer.
- Thought it was fine.
- He liked it, too because he doesn't like going places.
- Thought it was wonderful.
- Very wonderful. Was sorry it was over.
- Thinks it is fine.
- Fine.
- Thought it was fine.
- Wonderful.
- A very fine program.
- Fine.

I. Do you have any other children who have not yet finished grade school? If yes, would you like your other children to have a helper like ____________?
(Volunteer)

Twenty of the 22 who had other children still in grade school would approve if their other children participated in a similar program.

Two of the 22 with grade school age children did not wish their other children to have such a volunteer. Their comments are as follows:

- Children are young; this will be a long time in the future. Schedule interfered with what Tim did on his own.
- The other child is a boy and his father feels that he can work with him.

J. Then, what do you really think about this program?

Again the parents responded with many favorable comments for the program. A few different comments, however, were brought out that had not been heard before.

* * *

- If it is aimed at keeping the child from becoming a delinquent or dropout the time allotted is not sufficient (meaning only one year).
- Wonderful program--nicest thing that could have happened to both her and daughter.
- Very much needed in many homes.
- It's good.
- Likes things they did together; wonderful program and idea. Helps volunteer to get to know program and also helps the child. Didn't feel that the volunteer was a visitor, but felt very much at ease with her.
- Fine.
- Very good idea (This description was used by three parents).
- Very nice. Advanced children quite a bit; children won't have problems next year in school.
- Thoroughly approve of program if these volunteers are investigated. And for the volunteers to really encourage the children to get as much education as they can get.
- Good! Should be enlarged and continued.
- A wonderful program (This description was used by four parents).
- Thinks it is really wonderful.
- Tremendous.
- A wonderful thing if the child gets what is needed.
- Real wonderful--if the volunteer had come out every week.
- Very helpful. Helps white and colored to respect each other.
- A wonderful program. Does more than she thought it could do.
- Wonderful--something she had never heard of before.
- A wonderful program--should have happened a long time ago.

Project Motivation: Students lend hand to disavantaged children

"Project Motivation and How It Grew" might well be the title of a history of the project since it began in winter quarter of 1964.

From a pilot study with eight volunteers and eight children, the project has expanded to 100 volunteers and children and is now part of President Johnson's "War on Poverty."

All the volunteers are University students, sophomores through graduate students.

BY PROVIDING fourth, fifth and sixth grade children from disadvantaged neighborhoods with a volunteer on a one-to-one basis, the project hopes to interest them in school and enlarge their experiences.

Any brief explanation of the program's purpose, however, cannot do it justice. In the words of two volunteers, simply being friends with a child is a worthy goal in itself.

Children are nominated for the project by their teachers. Twice as many were nominated as could be provided for in order that research could be done with "control" and "experimental" groups. The research will determine if the project makes a difference in the attitudes and school performance of those selected.

VOLUNTEERS BEGAN working with the children early in November and will finish in May.

A compilation of statistics on the volunteers shows the "average" volunteer to be a 20-year-old female sociology major with a B average who lives in an apartment on campus. She is a junior and participates in one other campus activity.

Last spring the project received a grant from the federal government under the Economic Opportunities Act. The project is a University YMCA program carried out in cooperation with the University YWCA. Its budget is $22,000—$19,000 from federal funds and $3,000 in services and facilities from the Minneapolis YMCA.

PROJECT DIRECTOR Doug Britton, a University YMCA staff member, says the grant "made possible the expansion and continuation of the program."

The project has an advisory board comprised of some of the children's parents, teachers, principals, University faculty members and representatives from the Minneapolis School Administration.

Its purpose, said Britton, is "basically to get parents involved in the program and receive feedback from the community which may improve the program."

THIRTY-THREE PARENTS were polled for their reactions to the project by staff members last December, when their children had been in the program only two months.

● Most of the parents had heard their children talk about what they did with the volunteer. A little more than half had heard their children talk a great deal about the program.

● About 70 per cent of the children, parents said, had established a very friendly relationship with their volunteers.

● Most of the volunteers meet with "their" children one or two times a week. About one-third of the parents expressed the desire for more frequent child-volunteer meetings, while about the same number felt their children and the volunteer were spending enough time together.

● Except for two parents who knew little about the program and one who was disappointed with it, all the parents expressed favorable feelings toward the program.

● About 80 per cent of the parents had spent at least some time talking with the volunteer. Those who expressed a desire for more such meetings, however, were less than one-third of all the parents.

The interviewers concluded that, in the first two months of the project, most volunteers had succeeded in getting things started with "their" children, but there were some who had not spent enough time with the children.

Parents, the interviewers remarked, were quite often so glad to see their child and the volunteer get along well that they did not care about the program itself. The parents, they said, were more interested in the immediate effect of the program than in its long-range results.

PROJECT STAFF members, however, stress that the real benefits may not appear immediately. Sometime in the future, they say, because of the child's experience with the volunteer, he may place his trust in another adult and seek guidance from him. In this way the project will have accomplished something.

The project's agreed ultimate goal is to keep the children in school as long as possible.

Commenting on the project's future, Britton said, "As it stands now, the program will be the same size next year." That it may not further expand causes Britton no concern.

"I know all the volunteers now," he said. "If the project gets any bigger it would take away some of the uniqueness and feeling of belonging that the volunteers have."

Stories by Jon Halvorsen

MINNESOTA DAILY THURSDAY, FEBRUARY 10, 1966

Bill Radatz:

Friendship helps control hostilities

When CLA junior Bill Radatz began working as a Project Motivation volunteer, he was a little apprehensive. The child he was matched with had a reputation for aggressiveness.

He had been expelled from school for breaking another youngster's nose and he continued to beat up other school and neighborhood children. He had few friends, either among children or adults.

Yet somehow Radatz found 11-year-old Frank easy to get along with.

"THE FIRST TIME I MET HIM it was sort of formal," he said. "We said 'Hi' and exchanged a few words. But then we got together to watch my fraternity's intramural football game and, of course, that got him excited right away. When the game was over, we ended up playing, too. After that it wasn't hard at all."

Radatz said he finds it difficult to spot Frank's aggressiveness.

"We like to fool around and once in a while he'll throw punches at me—in fun. I've been warned that sometime he may strike out at me. The thing I'll probably have to watch out for is not to make him feel guilty about it so we don't break off our relationship.

"But he's a real likeable guy, he has a sense of humor. It's hard not to like him, really."

Common interest in sports

One factor that may have helped Radatz to make friends with Frank is their common interest in sports.

"He's a tremendous hockey and football fan. Most of our time is spent either going to see games or playing hockey together. He's on a hockey team so I often go to see his games."

Frank's interests aren't limited to sports, however. He has an ambition to be a rock-and-roll singer. Radatz has taken him to the fraternity house and, with a guitar and tape recorder, has had Frank sing.

He noted that Frank was a Beatles fan. "That's one area where our interests don't match," he smiled.

A month after Frank was expelled, his school sent him some books to help him study while he was out of school.

"HE DOESN'T ENJOY going into the books at all and I can see his point," Radatz said. "So we've done very little along that line. We've done a few things like go through the University and just look around, but that's about all."

Frank will have some difficulty in getting back into school, Radatz said. Because he has been expelled, he will have to transfer to a different school or move into another neighborhood. His parents are divorced. About two months ago he was to be placed in a foster home, "but the red tape got fouled-up," Radatz said.

Frank's mother is on relief and has financial problems, Radatz says, adding that "because she has been plagued with social workers, I was told she may resent me, which I didn't find to be the case. more kids in the neighborhood will become involved."

Talking to her, I've found she's anxious about the program and hopes

Frank, however, doesn't think of Project Motivation as a project.

Just a good relationship

"He's got a friend, and that's the way I look at it too, I guess. It isn't a project where we're each acting to develop each other or something; it's just a good relationship."

Although his fighting has been a constant problem, Radatz doesn't look upon Frank as a "juvenile delinquent." "For instance, we went Christmas shopping once with a friend of his who has a habit of picking things up. Frank took precautions to keep his eye on him so he wouldn't pick things up, which I thought was very 'noble'."

Although Radatz hasn't succeeded in increasing Frank's interest in school, which is a major goal of Project Motivation, he does feel that something has been accomplished.

"I think the friendship right now is one thing. We can speak openly to each other. He smokes, for instance, and he's brought this subject up and asked my permission. We've also talked about his fighting. I'm trying to somehow get across the point that striking out isn't really wrong, but just that he's got to be more careful the way he does it. Everyone strikes out, but not so violently.

"I'M JUST TRYING TO GIVE HIM someone older than he is that he can respect and really take as a friend and not someone who's going to disappoint him, as quite a few adults have."

Radatz told why he became involved in the project.

"The thing that impressed me most was the one-to-one approach the program was using. Thinking of the kinds of kids they were trying to reach and what they were trying to do, that just fascinated me."

Radatz, a pre-theology student who plans to attend Luther Seminary after graduation, said the program's biggest achievement is "bringing people of different classes and cultures together. Like involving me, a typical middle-class kid, with a lower class family instead of reading about them somewhere.

"I think there's a lot of things I've learned that I wouldn't learn in a sociology class, for instance. Instead of facts and statistics, I've had real experiences.

"On the other hand, these kids are at least meeting someone from a middle-class home and getting a more realistic, personal view of what another way of life is like."

Sandy Holtan:

A sense of being wanted is enough

Project Motivation Director Doug Britton once remarked that the project may do as much good for the volunteer as it does for the child. When told of this comment, a pretty coed volunteer remarked with a laugh: "I think it does more for the volunteer."

After listening to graduate student Sandy Holtan describe her experiences in the project, her remark may not seem an overstatement.

"I think the project gives the child a form of release from the tensions of home and school," Miss Holtan said recently in an interview. "And perhaps somewhere along the line it will affect his personality and affect something he does.

"FOR INSTANCE, maybe this child, because of his experience with the volunteer, will in high school turn to a counselor and ask for help, which he would never do if he had not placed trust in someone before. So from the standpoint of the child, I think maybe someday there will be some results.

"From the standpoint of the volunteer, it gives us a sense of being actively involved in some social concern. Perhaps in some way we're being of service to society. We're getting outside our own little worlds and finding out how difficult it is to be involved in life."

Miss Holtan is in special education.

"For me, the project lets me work with children. The more I know about all kinds of children, the better able I'll be to deal with them."

Because coeds outnumber males in the project by about 80 to 20, some coeds, either by choice or necessity, are matched with boys. Miss Holtan's child is an eight-year-old named Arthur who is half-Indian and half-Negro.

Not just motivation

"At first I just assumed he had some motivation problems in school," Miss Holtan said. "That's why I thought he was in the project. But I'm realizing there are many areas that need developing and not just his attitude toward school. So he was an excellent choice for the project."

Miss Holtan tries to spend four to five hours a week with Arthur. Each time she meets with him she has a specific goal in mind.

"FOR INSTANCE, motivating him to read might be the goal. So one week we'll go to the Museum of Natural History and see if he's interested in the animals. Then the following week we'll go to the museum of the Public Library and see if he remembers anything from the week before. If anything captures his attention, we'll proceed up to the Library itself and find books on this particular subject. Then we go to my apartment and read the book and talk about it."

Miss Holtan has no illusions about Arthur's ability. He has flunked a grade, she said, and will probably never be a good student. But, she said, "I don't think our purpose is necessarily to get the children very motivated in school. This is one aspect of the project but I don't think it's the most important."

Shyness begins to melt away

When she first met Arthur, Miss Holtan said, he was very shy.

"But gradually, by drawing him out and finding out what kinds of things he was interested in, we opened up a rapport and got to know and trust one another.

"He will bring up things that are bothering him. For instance, in school he's having problems in making and keeping friends. One afternoon he brought up this problem, which is quite a thing to admit to somebody. So he's gradually opening up and becoming more verbal. He makes little cynical, sarcastic comments now, so I know he's accepting me if he feels he can say anything."

Arthur realizes he's participating in a special project, she said.

"He says, 'How come I'm in it and none of my friends are?' But he's very positive about it. He says, 'I'd like John (his brother) to have a friend too.'

"Initially he would introduce me to someone as his teacher, because this was the idea given in the home, that I was a tutor and was going to help him with his schoolwork. After he found we were going to have fun—and within the fun maybe do some reading or some arithmetic—he realized I wasn't a teacher, I was more of a friend."

Arthur lives with his parents and four brothers and sisters in a home with no telephone or refrigerator. Only one room has electricity. Miss Holtan commented on the parents' reaction to her.

"I KNOW THEY ACCEPT me and they like it when I come over. But I have the feeling that perhaps they think of me more as a tutor than as someone to enrich his experience and show him some attention. That may be good, because otherwise they may feel threatened by me or by my role.

"They think of me also as a kind of babysitter—someone to get one of their kids out of the house. They'll often ask me to take another child along. Every other week I try to be with Arthur alone. The alternate week either he can bring a friend or a brother or sister along, or maybe I'll bring a friend."

Miss Holtan said she doesn't know how much she accomplished with Arthur. "I feel he realizes somebody sincerely likes him, enjoys his company and accepts him totally. If I accomplish nothing other than giving him a sense of being wanted, I'm not really concerned about what else has been done."

Table 12

Summary of Parent Interviews

Question	Responses	Percent*
1. Has your child ever mentioned anything he/she did with the volunteer that he really liked?	Yes	88
	No	12
	Total	100%
2. Has your child ever mentioned anything he did with the volunteer that he really disliked?	Yes	4
	No	96
	Total	100%
3. Did you think that the volunteer was helpful to your child?	Yes	96
	No	4
	Total	100%
4. Do you think your child improved in school this past year?	Yes	84
	No	12
	No Answer	4
	Total	100%
5. If yes (to above question) did the volunteer have anything to do with this improvement? (This includes the parent giving no answer to the above question.)	Yes	91
	No	9
	Total	100%
6. Does your child like school any better than he/she used to?	Yes	72
	No	0
	Other Ans.	20
	No Answer	8
	Total	100%
7. If yes (like school better), did Volunteer do this? (This includes some parents giving no answer or "other" answers to above question.)	Yes	61
	No	13
	Other Ans.	17
	No Answer	9
	Total	100%
8. Do you have any other children who have not yet finished grade school?	Yes	88
	No	12
	Total	100%
9. If yes (have children who have not yet finished grade school), would you like your other children to have a helper like the volunteer?	Yes	91
	No	0
	Other Ans.	9
	Total	100%

* N = 22 for questions 5 and 9; 23 for question 7. For all other questions N = 25.

7. Evaluation Results - Volunteers' Reactions to the Project

Volunteers tended to be humble about their effectiveness in improving the child's attitude toward school. Over one-third felt that they had been of little or no help. In some cases they felt that the attitude had been good to start with and no improvement was needed or could be expected.

On the other hand, all volunteers felt that they had benefited from involvement in Project Motivation. Over half reported "great benefit." This benefit seemed to take the form of greater insight, "a look into a totally new world," and satisfaction of having helped someone.

When asked to describe their weaknesses in their volunteer work, many volunteers said "lack of time."

* * *

How effective was your contact in improving the child's attitude toward school?		No.
	No help	1
	Little help	8
	Some help	10
	Quite helpful	4
	Great help	1
		24

There were varied reactions to the question of how much help the contact had been in improving the child's attitude toward school. Most respondents chose "middle" responses, indicating that the contact had helped to some degree. One replied that the contact was of no help in improving the child's attitude toward school; one felt it was of great help. Comments of volunteers reveal, however, that they did not feel that the child's attitude toward school had become any worse since participating in the program. Several mentioned that the teachers had seen noticeable improvement.

* * *

- I am led to believe that her attitude has improved immensely according to her teacher. She is not, however, producing any better quality in school work in proportion to the amount she works at it than she was before.
- She already had a pretty good attitude.
- He still seemed to lack concentration in any real learning experiences.

- I didn't try very hard; he seemed extremely set in his opinion.
- His attitude always was quite good.
- She seems to have improved in her work, but still dislikes school.
- She still isn't very enthusiastic about school.
- The girl I worked with improved a great deal in school.
- I hoped for identity of me and University.
- She appears to have given an appreciation for college and sees it as a distinct possibility. Her attitude toward school had been good to start with. Also, I have to be careful that she simply isn't enthusiastic toward school because she knows I would like that.
- My child was not picked because of scholastic difficulties. School was important. It was on the social level that she had problems.
- His teacher said that he is trying harder now.
- She seems to be more aware of things and her teacher told me that reading doesn't seem to be such a chore for her anymore.
- Greta didn't like school, but she enjoyed our activities together. Perhaps indirectly she likes school more.
- Teacher said Pam always seemed to like school so I really can't say how much help my contact was.
- There was no apparent change in motivation.
- She tried harder in order to please me. His teacher could definitely see an improvement.

What personal benefit was this program to you?		No.
	No benefit	0
	Little benefit	0
	Some benefit	2
	Quite beneficial	7
	Great benefit	14
		23

All of the volunteers replied that the program contained some degree of personal benefit for them. In fact, 14 of the 23 replying stated that the program was of "great benefit" to them.

* * *

- It was the most satisfying experience I've had in college.
- I learned much about myself and how I get along with others.
- On a very personal level, I became aware of the vast problems of poverty and the dangers and potentialities of trying to help other people. Also, it prompted a lot of reflection about U.S. system of government and our education system.

- I was not deeply involved in the project. The great distance away plus my tight time schedule did not help.
- I had never worked with children outside my family and it was a great experience.
- Wake you up to other people's problems and helps in your own problems.
- I really got the feel of some of the problems a lower social economic family can have and how they live.
- I learned to be a little more unselfish and also made some discoveries about my vocational plans.
- I received the feeling of having helped someone and it gave me insight into child, family, and neighborhood and some of their problems.
- Areas of benefit (1) self-confidence in working with individual child, (2) greater knowledge of myself and my limitations.
- Gave me a new perspective on life--let me try my hand at being of service to community. Impressed upon me the other life.
- It is amazing what difficulties one can encounter when working with parents and children such as these.
- It has given me a much better understanding of the needs of children in this environment and ways to handle them.

What do you feel you gained from participation in the project?

- A better understanding of their environment and the needs they have beyond those of mid-class kids.
- A deeper appreciation for lower socioeconomic groups and their way of life.
- A look into a totally new world, valuable experiences, friendship with worry--particularly Rosemary's family, and a feeling of usefulness to the community.
- I saw things I had never seen before, i.e. Settlement House. I encountered problems which made me think, do a little self evaluating and work against the difficulty.
- A chance to learn about a person and a neighborhood and a way of life.
- An understanding of Pearl and her neighborhood.
- Awareness of what children from this environment are up against and of what a college student can do to help.
- I realized the unique problems facing a culturally deprived area in a large city. I also gained personal satisfaction from helping Corinne.
- I gained confidence in myself and a little better understanding of how other people live.
- I learned more about the people in this area and their problems.
- Experience and a real understanding of this child and somewhat of an understanding of the necessity of work in this area.

- An appreciation of the family as an institution in this society and its important functions, broadening of my middle-class view of the world, an awareness of the necessity for understanding and friendliness between human beings who feel so alone, challenge to assess my weaknesses as a person and a potential teacher.
- A better understanding of children in general; a chance to see a child grow and develop before my eyes.
- Greater interest and knowledge of other people's problems.
- I had the opportunity to develop from scratch a relationship with a child. I learned some of my limitations and I also had the opportunity to see for myself how a family in a low social economic group lives.
- I gained more knowledge about myself and the experience, thankfully, changed my vocational plans.
- I learned a lot about one child and about children; about an area of the city and the people in that area that I had been unfamiliar with; and, of course, about myself.
- I gained a satisfaction of having helped someone and an insight into Nita as a person, her family and neighborhood.
- Satisfaction at being able to help a child; appreciation of Minneapolis' social problems, opportunity to get involved in worthwhile non-school activity.
- A great deal of experience and insight with kids this age and with the social economic area. Learning to adapt and work with this age group.
- An understanding of others that I will never forget and how really spoiled I am. That I'm getting to be a adult whether I like it or not. People my age have something valuable to give to these kids--experience.
- Knowledge of my own personal abilities in working with an individual. His parents explored limits of my own patience, understanding and generosity.

What do you feel your strengths and weaknesses were in your volunteer work:*

Volunteers' Strengths

Developing interests in fields she had never enjoyed much before.

Enthusiasm, imagination, and experience in dealing with children.

I had problems of popularity in school also -- so I knew Mary's feelings about it.

Volunteers' Weaknesses

Understanding things from her point of view.

Lack of preparation in dealing with the adults in family, lack of contact with teacher, possibly expecting too much.

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* Comments in Strengths and Weaknesses columns are not matched by volunteers. Comments were mixed in order to help preserve anonymity.

Volunteers' Strengths	Volunteers' Weaknesses
Being able to talk about things she had questions about and being able to use my imagination.	Not enough time to do as much as I wanted with Cathy.
Friendly, non-demanding, an adult knowledge of places and activities.	At first not being able to give her the affection she seemed to need.
Vicky was extremely easy to get along with.	I didn't spend enough time and wasn't able to help Joan much.
Having had to cope with some of the same psychological problems myself; being able to see through her eyes.	Lack of time, lack of background in education, social work.
I taught Bonnie better studying methods and improved her consistency in school work. She also developed an interest in new experiences.	I could not remove the basic cause of Kay's problems. She will probably still continue to worry about the family situation unless better relationship between her father and the rest of the family is created.
Not being pushy.	Not taking Joy more places -- not being enthusiastic enough.
Capacity for understanding, empathy, patience.	Lack of enough time, lack of seeing important things at times.
(1) Plan our activities ahead of time (2) I was her friend because I truly liked her.	(1) Failed to write reports immediately (2) Failed to limit myself (3) Failed to talk to the teacher enough or her father.
	The prospect of a 45 minute bus ride out and a 45 minute ride back with a 20 minute allotted time for standing on street corners waiting to transfer buses, espeically during winter when it was cold, dampened my enthusiasm greatly. Ruth and I rarely visited places other than downtown Minneapolis because I wasn't sure where these places were located. Attending them meant riding out to Ruth's house, picking her up, riding to the place, taking her home, then finally coming home. This trip would never be under 4 hours long.
Real like for children--ability to talk to unknown people. Some social training.	Somewhat lacking in resourcefulness --not enough time spent on it.
Reliability, friendliness, outgoingness, acceptance of Linda's behavior.	Lack of creativity in finding things to do.
Having an open mind and flexibility in dealing with the problems.	Implementing plans and reacting slowly to changes in situations.

Volunteers' Strengths	Volunteers' Weaknesses
I felt I could perceive the problems when they arose.	My visits sometimes could have been better planned. Also, I had trouble at the beginning formulating my own goals in the project.
I tried to be dependable in visiting Marge, even if late or cancelled.	Poor planning of activities for visits and no regular visiting schedule.
	I think I was too afraid she'd not like me, and tended to go along with what she wanted. For instance, I seldom criticized her behavior even when it annoyed me or others. Also, we didn't spend enough time on school-oriented activities (and I feel especially bad that I didn't talk to Lynn's teacher more than once; although Lynn had no urgent academic problems, a conference probably could have helped). I think we tried enough varied activities so that some of them, anyway, interested or stimulated her.
After a time I was able to set up a firm friendship with Clara and gain her confidence.	Lack of time to work with her, and lack of available transportation to get to see her and take her places.
Ability to sympathize with and see things Laura's way without being overly critical.	Laziness (tendency to put off visits for long time).
Mostly an interest in the children and the area.	Inexperienced in working with kids.
Alice and I are well matched; I didn't quit; am comfortable. My children not easily provoked; making use of imagination.	Lack of car for times when I felt I wanted to go see Alice on the spur of the moment. Also, no money; in too many activities to give 8 hours a week to Alice--my illness took me away from her too long.
Patience, encouragement.	Difficulty in relating activities to the school problems.

8. Evaluation Results - Measurement of Attitudinal Changes of College Student Volunteers

In an attempt to obtain more objective measures of the project's impact on the volunteers, two "tests" were used. These were the Meyer Social Attitudes Questionnaire and a form of the Semantic Differential. Since adequate control or comparison groups were not available results must be considered as suggestive only.

Tests were administered in October 1964 on the first day of orientation and again in June 1965 at the close of the school year. Test results were available for 22 volunteers.

The Meyer Social Attitudes Inventory is being developed by Henry J. Meyer of the School of Social Work and the Department of Sociology at the University of Michigan (Meyer, 1963). The Social Attitudes Questionnaire consists of 40 items intended to assess individuals on ten relatively independent dimensions of social values. Formulation of these dimensions was based on social work literature and revised after item analyses when tested on social workers and school teachers. The dimensions are as follows: (1) Public aid vs. Private Effort; (2) Personal Fredom vs. Societal Controls; (3) Personal Goals vs. Maintenance of Group; (4) Social Causation vs. Individual Autonomy; (5) Pluralism vs. Homogeneity; (6) Secularism vs. Religiosity; (7) Self-determinism vs. Fatalism; (8) Positive Satisfaction vs. Struggle-Denial; (9) Social Pretention vs. Social Retribution; (10) Innovation - Change vs. Traditionalism. Each of the 40 items is stated as an opinion. An example of one item is the statement:

> What people achieve in life is almost entirely a product of their own will and determination.

The subject has four response choices -- strongly agree, agree, disagree, and strongly disagree. These are assumed to yield an interval scale of responses numbered one to four, according to a scoring scheme. Four items make up each of the ten dimensions. Scores for each dimension may range from 4 to 16. Higher scores more closely resemble social attitudes of professional social workers and are, presumably, good.

Comparisons for the ten dimensions, and for each of the 40 items, were made by t tests of pre-post difference scores. None of the dimensions and only three items of forty showed significant change beyond the .10 level. In short, volunteers responded to the Social Attitudes Questionnaire following their involvement in Project Motivation in much the same manner as they responded to it at the start of the project. Table 13 describes the value dimensions and shows pre and post project dimension scores.

Table 13

Scores on Scales of Meyer Social Attitudes Questionnaire

Scale	Pre Test Score	Post test Score
1. Public Aid: The government should assume responsibility for helping people vs. Private effort: This is desirable because government services damage the society and individuals.	10.31	10.87
2. Personal Freedom: The individual has a right to act according to hiw own distastes vs. Societal Controls: Controls should be exercised over individuals to protect society and for the individual's own best interests.	10.04	10.17
3. Personal Goals: The individual (his happiness, his interests) should be put first vs. Maintenance of Group: The group (family, society) is more important than the individual's personal goals.	10.69	10.96
4. Social Causation: A person's situation depends less on himself than on circumstances; vs. Individual Autonomy: A person more or less determines his own situation autonomously.	10.73	11.48
5. Pluralism: Heterogenity in association is desirable vs. Homogeneity: It is better for persons to associate with those like themselves.	13.08	13.09
6. Secularism: Conventional religion and religious beliefs should not be controlling vs. Religiosity: Conventional religion and religious beliefs should be followed by all.	11.68	12.14
7. Self-determinism: The person, not fate, determines his own destiny vs. Fatalism: A person's destiny is determined by fate.	12.23	12.09
8. Positive Satisfaction: A person is better if his needs and desires are readily satisfied in his life. vs. Struggle-denial: In the puritan tradition, suffering builds character.	9.88	9.70
9. Social Protection: Society should take care of those who need help regardless of their own efforts. vs. Social Retribution: People should have to suffer the consequences of their own lack of effort.	10.65	10.52
10. Innovation-change: These are desirable and should be sought vs. Traditionalism: Commitment to ways of the past which should be supported.	10.88	10.83

Semantic Differential Results

The Semantic Differential presented ten concepts to be rated on ten scales each. These scales consisted of descriptive adjective pairs (opposites) at opposite ends of a seven point interval scale. The ten concepts were Lyndon B. Johnson, School, Children, Juvenile Delinquents, Barry Goldwater, Culturally Deprived Children, School Teachers, Volunteers, Hall and Grant School Children, God, and Me.

The particular form of the Semantic Differential used for the volunteers differed from that used for measuring the attitudes of the children. A seven point scale was used rather than a five point scale. Adjective pairs were selected from Osgood's listings to represent the three major factors he found (Osgood, 1957, p. 36). These differed somewhat from the adjectives used by Neale and Proshek (See p. 42).

An inspection of the Semantic Differential results for the volunteers suggested little statistical change on pre and post tests. This fact, plus the lack of controls, suggested that factor scoring would not be worth the investment of time needed for the job. Accordingly, t tests for all mean differences greater than one-half point (on the seven point scale) were computed.

Nine of the ninety comparisons made were significant at the .10 level or beyond. (Tests were not run on the concept Hall and Grant School Children due to a collating error which prevented post test data collection.) This finding suggests that there were no essential pre-post differences on the Semantic Differential ratings. However, an inspection of the semantic profiles for each concept suggests further interpretations.

Identical pre and post test patterns were found for the concepts Volunteers, School Children, School Teachers and God. None of the t tests for the forty comparisons made on these concepts were significant.

The post test pattern for the concept Barry Goldwater was more good, fair, kind, wise, friendly, weak, lazy, soft, tense and slow. Or, conversely, it was less bad, unfair, cruel, foolish, unfriendly, strong, energetic, hard, relaxed and fast. Three of the tests were significant at the .10 level (good-bad; energetic-lazy; fast-slow).

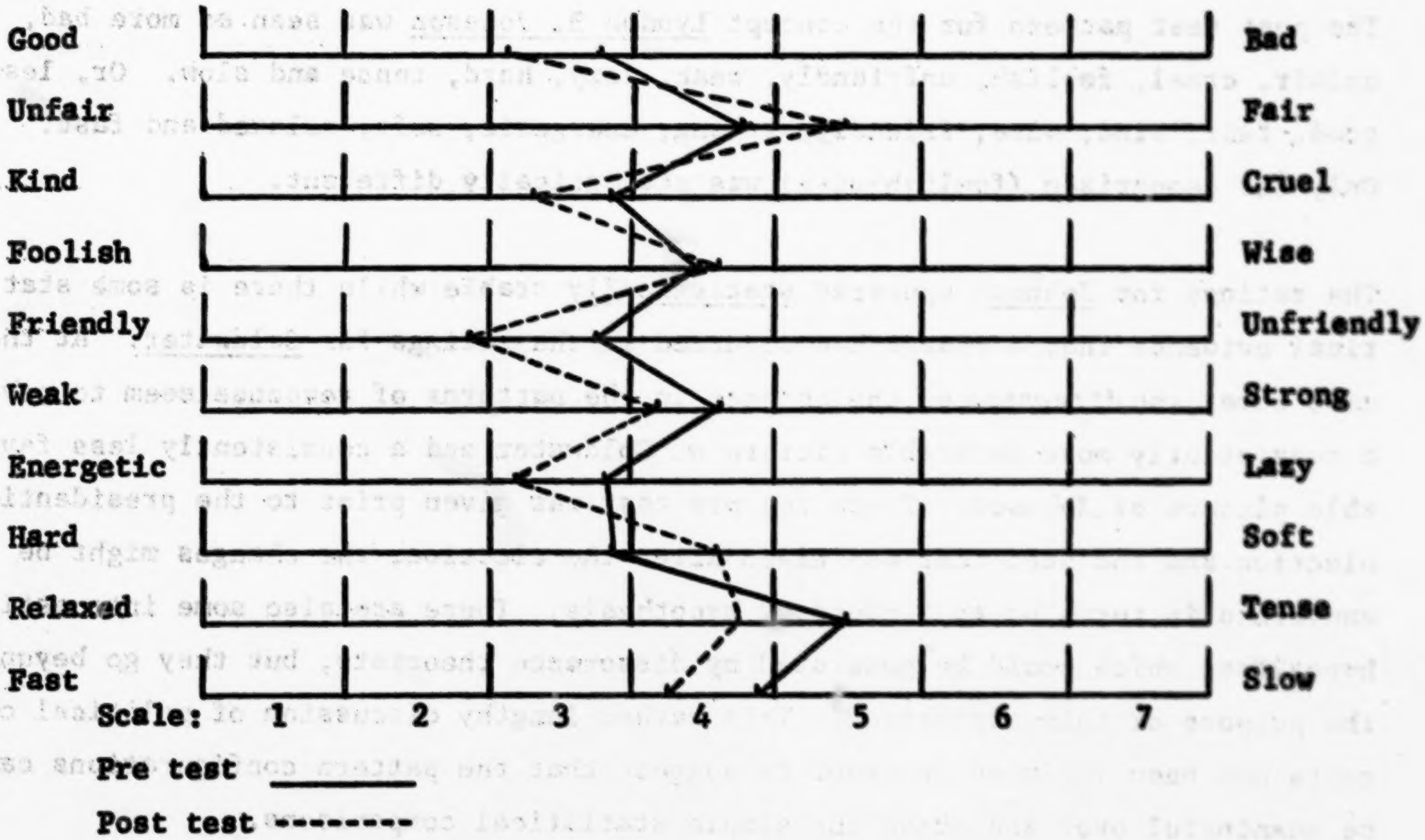
The post test pattern for the concept Lyndon B. Johnson was seen as more bad, unfair, cruel, foolish, unfriendly, weak, lazy, hard, tense and slow. Or, less good, fair, kind, wise, friendly, strong, energetic, soft, relaxed and fast. Only one comparison (foolish-wise) was statistically different.

The ratings for Johnson appeared statistically stable while there is some statistical evidence that a change had occurred in the ratings for Goldwater. At the same time, the direction of the changes in the patterns of response seem to give a consistently more favorable picture of Goldwater and a consistently less favorable picture of Johnson. Since the pre test was given prior to the presidential election and the post test was given after the election, the changes might be explained in terms of an "underdog" hypothesis. There are also some interesting hypotheses which could be generated by dissonance theorists, but they go beyond the purpose of this evaluation. This rather lengthy discussion of political concepts has been included in order to suggest that the pattern configurations can be meaningful over and above the simple statistical comparisons.

In view of this, there is a suggestion that college student volunteers held a more favorable view of Culturally Deprived Children and a somewhat less favorable view of themselves (Me) following involvement in Project Motivation. Figure 2 shows Semantic Differential results for the concept Culturally Deprived Children.

Two of the comparisons (good-bad; hard-soft) were statistically significant beyond the .10 level. The post test pattern describes Culturally Deprived Children as more good, fair, kind, wise, friendly, weak, energetic, soft, relaxed and fast. They are seen as less bad, unfair, cruel, foolish, unfriendly, strong, lazy, hard, tense and slow. Although it is impossible to judge some of these attributes as favorable or unfavorable (e.g. hard-soft; fast-slow), the general picture is rather consistently more favorable on the post test.

Figure 2
Culturally Deprived Children



Volunteers saw themselves (Me) as more bad, unfair, cruel, foolish, unfriendly, weak, lazy, hard, relaxed and slow on the post test ratings. Two comparisons (fair-unfair; weak-strong) were statistically significant. This consistent pattern of response was given added support by the comments made by volunteers on the reaction sheets.

In summary, there appears to be some evidence to indicate that college student volunteers involved in a helping relationship with elementary school children over an eight-month period do acquire a more favorable view of these children and a somewhat less favorable, or humbler, view of themselves. Much of this evidence is of a qualitative nature. Statistical results are negligible and should be considered as suggestive only.

9. Evaluation Results - Suggestions for Improving the Project

In an attempt to get ideas for improving Project Motivation in 1965-1966 several specific questions were asked of the volunteers and the parents. (Comments from the children and teachers were obtained informally.) Most of the recommendations have been incorporated into the current program.

Volunteers were asked to list the strengths and weaknesses of the project, to make recommendations for change, and to give their reaction to orientation procedures, supervision, and conferences. Parents were asked what could be done to make the program better. Additional suggestions were gleaned from their comments on the "best" and "worst" aspects of the project--discussed in a previous section of this report.

Volunteers' Suggestions

What do you feel were the strengths and weaknesses of the project?

There seemed to be considerable agreement among volunteers as to the strengths of the project. Relatively few topics were mentioned, but they were mentioned by several respondents. There seemed to be a concensus that the project had been well planned and organized. Supervision was a strong point. A major strength was the one-to-one relationship between volunteer and child. Several volunteers commented on the valuable support they received from school administrators and teachers.

Two major weaknesses stood out. Greater clarification of the goals of the project are needed, particularly as they relate to helping the child with school work. Transportation problems were also a major difficulty for volunteers. (Only seven owned cars.) A few volunteers felt the need for more group activity among Project Motivation participants (This has occurred in the 1965-1966 Project).

Project Strengths	Project Weaknesses
A chance to learn about a person and a neighborhood and a way of life.	
A fine program, well oriented and planned, careful supervision.	Rides, objectives.
The opportunity for both child and volunteer to meet someone outside his cultural milieu.	Lack of or insufficient preparation before beginning to work with the child.
This project offers the child an opportunity to experience a friendship with a person whose attitudes and way of life differ from those of most people in the community.	I doubt that the project has a long-lasting effect on the child's attitudes and behavior. To achieve this goal, the child would have to have more interaction with people other than from his own social class.
The main strength was its ability to give the opportunity for new socialization to children who really need it.	Cost, transportation (for some), two meetings with the child is too much.
Gives child a sense of someone caring about him and his problems.	Needs more contact with teachers and more orientation for teachers and parents.
Individual interpretation and adaptation of basic program to individual, realistic beneficial goals, cooperation of variety of agencies.	Lack of contact with parents by project heads formally (i.e. via letter possibly) after the project is begun so that parents realize future of program--that the project is supervised.
(1) Well organized (2) Good supervision (3) Good give and take among volunteers and supervisors.	Confusion about how much you should help the child with school work.
The help we got from the school, the one-to-one relationship.	Not enough supervision, the fact that two or three volunteers couldn't get together with their children.
The opportunity to work in a close one-to-one relationship responding as a human being - excellent supervision.	Transportation. I think the greatest problem for the volunteer is finding enough time to fit in visits whenever the choice had to be made between classes.
Good supervision, a need to use our own resourcefulness, everyone was helpful.	Lack of clarification of purpose and goals of project (became clear later).

Project Strengths	Project Weaknesses
Individualization--the 1-1 ratio.	Not enough whole group activities, but this is because I feel that my child really needed this.
Supervisory was of great help in thinking out plans of attack on the child's problems.	Not preparing the volunteers enough before meeting child, to what his problems are and general problems.
The project is worthwhile in that it can be an enlightening and broadening experience for both the volunteer and the child.	The goals of the project were not clearly understood by volunteers and teachers -- more careful selection of participants in the project (children).
A great opportunity to see the people and the activities of people from a different social setting.	
I like meeting the children on a "one-to-one" basis, rather than as a group. It seems to me that most of these children need a dependable friend more than they need a tutor or advisor or play-supervisor.	Evidently the teachers and volunteers weren't sure about the program's objectives -- especially the teachers.
Well organized program, educational seminars, and instructive supervisory sessions.	
Supervision, sponsorship, administration, cooperation of school officials and teachers.	General problem of transportation and some activities were costly (Circus, etc.)
I feel that it met the problems well through a realistic view of the situation. Good supervision and organization.	
Helpfulness of volunteers, teachers and everyone involved. The speaker on reading and on breaking off at the end were very good. The kids themselves--they were really great --one can't help wanting to do something for them.	So few volunteers, the volunteers can't see how much of a help he is--this often results in depression on the volunteer's part.
I think that the goal of the project is reasonable and to some extent achievable through volunteer efforts.	Project not long enough or able to address itself directly enough to root problems.

What would you like to add or change about the program?

This question brought forth a large number of requests for group activities. More frequent contacts with teachers were also suggested. The problems of clarity of goals and transportation were mentioned again and a need for earlier orientation was expressed.

* * *

- Nothing. I think the objectives should be defined - nothing else.
- More preparation before beginning to work with the child. More educational.
- I'd like to see more cooperation between the parents and the volunteers and the teacher. By improving those relationships, Rosalie's problems would be solved more efficiently and effectively.
- I would like to add more get-togethers with the volunteers and children during the year.
- I would like to see the volunteers and their children get together more.
- I felt the program was excellent this year, but feel the necessity, in my opinion, to suggest one danger that might arise with expansion of the program. A warm personal relationship is absolutely essential to the goals of the program. With expansion and the consequent need for organization there might be the danger of becoming too technical or failing to remember we are dealing with human beings (especially in the matter of termination).
- Greater teacher contact, with time available, detailed maps, bus routes of museums, libraries, art centers, etc.
- (1) More communication with teachers, etc. (2) More resource work on things to do (3) More group outing type things (4) More individual supervision.
- Better communication between volunteers concerning transportation or small group activities. Perhaps a posting of activity and whether or not it could be done jointly.
- Earlier and better orientation, more group activities of children and volunteers; closer cooperation with the teachers.
- (1) Better orientation programs right at the beginning (2) More interaction between teachers and volunteers (3) A clear idea of the goals of the project (4) More group activities of those in the project.
- I would like to know the volunteers better and I would like Cheryl to meet some of the other children.
- I have few if any changes; next year, with the larger no's a more strenuous recruiting program will need to be carried out, but this is already in planning.
- Add more volunteers, more group trips, more individual counseling. I feel that having more than one child from a room is a good idea. Mrs. Brown seemed pleased to have three; I think teacher interest would rise and also the kids in the project would have something in common.

- I think that more group activities, outings, etc. would be desirable if for no other reason than that the children and volunteers enjoy them. Perhaps these could be structured in some manner to relate to school experience.
- More work together with other volunteers and their children.
- More teacher-volunteer contact. Better access to school facilities.
- I would like to see more total project programs similar to the picnic we had at the end so that the child gains assurance in social situations. Also, more contact with the teachers. I had such a schedule that to get together with her meant problems for us both, but I did not feel that the teacher made herself available for consultation.
- More group (Project Motivation) activities together . . . the kids enjoy them! Fewer small group meetings!

Of what help were the orientation sessions to you?

	No.
No help	0
Little help	3
Some help	9
Quite helpful	10
Great help	2
	24

Despite a few requests for earlier and better orientation, it appeared that at least half the volunteers felt the sessions had been quite helpful or of great help. Three volunteers felt they had been of little help, however.

* * *

- You have to get more of the feel for the area by just being up there.
- There should have been more and better planning.
- Background of area important to know.
- At the time I was still confused after orientation, but that was healthy too, for then you struggle yourself. Too much orientation might destroy creative and first approach of the individual.
- Occasionally they stimulated enthusiasm for the project, usually they were a thorn.
- Should be more information of goals by means of solving problems in beginning sessions.
- In a project such as this, orientation helps a little, but each case is different and you must decide on your own plan of strategy.
- Discussion was sometimes also, but problems discussed were often related to my own.
- It helped me foresee what would be coming and to integrate it into an overall program.

- Background information provided by the sessions interesting, but often difficult to address to specific problems.
- Would help more if concentrated at beginning of project.
- What we did have was helpful, unfortunately I was not able to make some, but I did profit from statistics about the neighborhood economics and social problems.
- They gave me an idea of some of the things to expect and possible ways to handle problems.
- Each child is an individual and it is hard to adapt generalizations to a specific case.

How helpful was the supervision you received while working with the child?		No.
	No help	0
	Little help	1
	Some help	5
	Quite helpful	8
	Great help	10
		24

Supervision of volunteers appeared to be one of the strengths of Project Motivation. More than two-thirds of the volunteers rated their supervision as either quite helpful or of great help. Another one-fifth rated it as "some help."

* * *

- The session on reading was the most helpful.
- At time of crises the leaders were most helpful. It was psychologically reassuring to know that they were willing and available.
- There was never enough time for it. We need someone available at all times.
- Talking things over brings certain things out one never knew existed in the situation.
- My supervisor was excellent in frankly pointing out my weaknesses, in having sound advice in situations unfamiliar to me and in having us try and solve our problems separately or as a group.
- It solved most of my problems and also helped me to understand the area more geographically.
- Especially the interchange with the other volunteers in getting ideas.
- The supervision session helped greatly in clarifying and solving the child's problems.
- You always knew there was someone to help you with a particular problem.
- Doug, Marcy and Jane were always willing to talk and offer suggestions.

- My supervisor helped me interpret my experiences and I saw others having the same problems and learned from their solutions.
- Group supervision and individual supervision were both helpful and encouraging.
- I received some ideas, but when a supervisor doesn't know the family situation, etc. it is hard to give valuable supervision.

Table 14 shows volunteers' perceptions of the amount of supervisory help they thought they needed in various aspects of the project and the amount of help they thought they actually received in each of these aspects. Problem areas are indicated by large discrepencies between help needed and help received.

Four aspects of the program may require additional supervisory attention. In each of these areas several volunteers reported receiving less help than they felt they needed. Eight volunteers reported transportation problems. Relating to the teacher and assisting the child with his problem was mentioned by seven respondents. Five mentioned relating to parents of the child.

Volunteers were also asked if they preferred individual or group supervision, having had both during the program. Ninteen of the volunteers stated a preference. Ten selected individual supervision as their preference; nine chose the group supervision. A combination of the two types of supervision appeared desirable.

* * *

- The combination of the two such as we had it this past year seems to me to be the best as there were problems which were solved better in each instance.
- I learned quite a bit from hearing about others' experiences. However, individual supervision is needed for problems one may not care to tell everyone.
- In the group more situations are brought out and discussed than in the individual. Also, more ideas are thrown out into the open, and the volunteer can see that the others have similar problems.
- I think that you got out of the supervisory meetings what you put into them.
- It is easier to talk to your supervisor alone than in a group. Many times it was hard to talk about a problem because everyone else had different problems and we all couldn't get them in during the session.
- I think both group supervision and individual are important. Group supervision provides the opportunity to see the other volunteers problems and gain a variety of solutions. Individual sessions are extremely important in discussing personal aspects and ironing out problems not suitable to group discussion.

Table 14

Volunteers' Evaluation of Supervision and Problem Areas

	Number of Volunteers Replying						
	Amount of Help Needed			Amount of Help Received			N. of Volunteers Who Received Less Help than Needed*
	Much	Some	None	Much	Some	None	
Understanding objectives of project	4	18	2	12	10	2	3
Understanding policies and procedures of volunteer project	0	15	9	4	17	2	0
Planning for your visits	2	12	10	5	15	4	2
Obtaining adequate facilities	3	7	14	4	14	4	2
Understanding and interpreting the behavior of the child	7	12	5	8	13	3	4
Disciplining the child	1	3	20	0	8	15	1
Reporting and record keeping	0	5	18	2	6	14	1
Becoming acquainted with child	1	10	13	5	13	6	1
Relating information, concepts and theories of seminars or orientation sessions to practical situation with individual	3	16	5	4	16	4	1
Assisting child with his/her problem	13	9	2	8	12	3	7
Dealing with individual socially different from yourself, understanding their way of thinking as against your way of thinking	7	8	9	9	7	7	4
Transportation problems	5	11	7	1	11	11	8
Understanding your own motivation in relationship to this project	1	11	12	3	14	7	0
Relating to parents of the child	5	11	8	2	14	7	5
Relating to teacher of the child	6	10	8	4	9	11	7
Preparing the child for separation	4	11	7	9	10	2	2

* Figures in this column were derived from the reaction sheets. They cannot be derived from the other tabular entries.

- If the groups rotated each quarter, there would be more communication between the volunteers.
- Both, I think it is very helpful to hear other volunteers discuss the problems. Also, it is necessary to have individual sessions.
- I think both are important to have -- they compliment each other. In group supervision you have an opportunity to share your problem with the others as well as hear some of their problems. On the other hand, individual attention is always good. You can go into more detail. You have more time to discuss only your problems.
- Makes little difference to me. Both types of supervision have merits and I think things were handled well by giving combination.

How much help were your conference(s) with the child's teacher, counselor, or administrators?

	No.
No help	1
Little help	6
Some help	10
Quite helpful	5
Great help	2
	24

Volunteers were not enthusiastic, as a group, about the effectiveness of their conferences with school personnel. Over two-thirds of them classified such conferences as little help, some help, or no help at all. Comments indicated that those volunteers who felt the conferences were not of much help blamed themselves for not making sufficient effort in this area.

* * *

- More conferences and discussions with the teachers would be valuable.
- Those few contacts I did have were particularly helpful as far as evaluating Betty's progress in school and her relationships with other adults and her classmates.
- I had too few such conferences.
- Her teacher seemed not to want to be bothered.
- I didn't stop at the school to see her teacher often enough.
- I got the feeling my child's teacher wasn't interested enough in her.
- Unfortunately, I didn't have time or the means due to class schedules to visit the teacher or counselor.
- It was hard for us to get together except for times whenever I had the choice between spending the time seeing Maxine or seeing her teacher--I chose Maxine.
- Should have been more communication.

- **Talks with teachers are very helpful in giving insight into the child's problems.**
- **It was very helpful sometimes to be able to compare notes and hash over a particular problem.**
- **The conferences gave me some help in understanding a new child from a new social setting.**
- **This was my fault entirely.**
- **Miss Nash seemed to think I was helping Rosemary so it gave me the incentive to go on.**
- **I only saw teacher once--my fault, but had little opportunity.**
- **The teachers explained some of the basic values of some of this type of children.**

Volunteers were asked to describe Project Motivation by using just three words. This approach forced the respondent to seek words which were the essence of his feelings about the project. The most obvious thing about the words which were selected (see list below) is the almost complete absence of negatives. Since these responses were made anonymously, it appears evident that most volunteers had a favorable opinion of Project Motivation after having participated in it for eight or nine months.

If you had to describe the program in just three words, what three words would you use?

No. Listing	Word
6	enlightening
5	rewarding
5	educational
3	enjoyable
3	fun
3	worthwhile
3	challenging
2	interesting
2	frustrating
1	good for me - satisfying - wonderful stimulating - spiritually rewarding enriching - love, satisfaction - heartwarming - valuable - involvement - sadness

(Continued on next page)

No. Listing	Word
1	sensitivity - learning - insightful - depressing self-searching - sacrifice - cooperation tolerance - ambiguous - demanding - Bonita

Parents' Suggestions

What could be done to make the program better next year?

Eleven of the parents had no suggestions for improving the program.

Five parents suggested that the program be enlarged to include more children and volunteers. Another two suggested that the program be continued over the summer months to allow the volunteer to spend more total time with the child or to prepare the child for school the next fall.

Two parents suggested that more specific needs of the children be identified and those problems--often educational--worked on.

Comments of parents who had suggestions are shown below.

* * *

- Give more educational time to children.
- More organization; having a plan of learning with what they are doing in school (historical places; art exhibits; science fair, etc.).
- Continue program through summer. Will help child at beginning of next school year.
- Have more children participate.
- Investigate the background of the volunteer.
- Carol could be given money by her parents and volunteer could help her with Christmas shopping.
- Is perfect now--only enlarge the enrollment.
- Was very impressed with the program the way it is.
- More of a survey on what each individual child needs and then see that he/she gets this help.
- More volunteers, so more children could be included.
- Would like to have the volunteer spend more time with her child. Would be nice if program could be carried into the summer.
- Include more children.
- More of it.
- Volunteers should be given money for transportation and extra expenses, etc.

Critique of the Evaluation Procedures

Fairly adequate procedures for meeting the evaluation goals appear to have been carried out, but the evaluation of project goals is another question. Some of these project goals (listed in Section II) are long range goals and cannot be properly evaluated at this time. e.g. To help the child reach out toward goals which will assist him in persevering in the needed educational experience. Other goals are "givens" and do not appear to require evaluation. e. g. To give the college student volunteer an opportunity of expressing and channeling his social concern in a helpful way. (Although one may wish to investigate the validity of the project as being "helpful").

Overall, it appears that the evaluation of the project goals for volunteers was more adequate than that for the children. This was due to the relatively short term nature of the goals for volunteers, and the fact that subjective responses provided fairly reasonable evaluations of certain of these goals. e. g. To help acquaint them with the problems and needs of culturally deprived areas. Only goal 9, To challenge college students to consider vocations relating to the needs of our urban centers, is completely unanswered. The only information bearing on this question is the continuing interest and participation of many volunteers in the 1965-66 project and a statement from one volunteer that "I gained more knowledge about myself and the experience, thankfully, changed my vocational plans." Since the response was anonymous the kind of vocational choice made is unknown.

Certain project goals suggested avenues of research which were not taken due to practical reasons of staff available, excessive testing, and the like. For example, to test goal 2 it would have been necessary to determine base line data for customary experiences and interests in order to discover if "horizons" had been "enlarged." Subjective evidence from parents indicates that some progress toward this goal was achieved.

There are some suggestive findings regarding goal 3, To provide children with persons with whom they can identify and who represent to them models of adult experience which are perhaps absent in their homes for the most part. Parents' comments mentioned that (some) children copied the behavior of the volunteer. The finding that boys tended to rate the concept "Mother" somewhat lower at the end of the project may indicate the influence of the male volunteer. This influence may be favorable in that it may reflect a "weaning" phenomenon on the part of "mommas' boys." Future research should investigate the stability of this finding and see if it is prevalent in matriarchal families.

Evaluation results indicate that greater specification of the children's sample is needed. Factors such as family size, family status, family income, race, age and religion while readily available were not investigated due to the small sample size and the relative homogeneity of the school district population. The 1965-1966 project, with 100 children involved, offers greater opportunity for controlling these factors as well as for comparing the relative efficacy of male and female volunteers.

The topic of children's self concept which has been basic to this project has been, in the main, unexplored. Also basic to the project is the children's motivation toward school. Comments from some parents, as well as objective measures, suggest that this topic needs more thorough exploration. Sampling from a more heterogeneous student population, i.e. high as well as low income districts, is necessary since the concept of relative deprivation seems important here, and the Semantic Differential results at hand yield absolute measures, only, on this topic.

Measurement of volunteer attitudes were inadequate. This was due mainly to the lack of any reference or control group. Without a reference group results on the Meyer were meaningless since normative data were scanty for this research instrument. The Semantic Differential approach appeared worth repeating. With the larger number of volunteers involved it would be possible to analyze the data in a more appropriate fashion. Results could be factored and scored, for example.

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UNIVERSITY OF MINNESOTA 12/24/63
YMCA & YWCA
1964 GRADE SCHOOL VOLUNTEER REPORT

(A) PERSONAL VOLUNTEER APPLICATION

DATE__________ NAME__________ PRESENT ADDRESS__________ TEL.__________

PERMANENT ADDRESS____________________ TE.______ DATE OF BIRTH__________

BIRTHPLACE____________________ SEX_____ MARITAL STATUS__________

HOBBIES & AVOCATIONS____________________ VOCATIONAL AIM__________

DO YOU HAVE A CAR?______________

(B) EDUCATION COLLEGE OF U OF M __________

NAME OF HIGH SCHOOL____________________ CLASS/YEAR______________

LOCATION______________________________ APPROXIMATE G.P.A.__________

GRADUATION DATE______________ SUBJECT OF MAJOR STUDY__________

(C) CAMPUS & COMMUNITY ACTIVITIES

Campus organizations in which you are a member	Leadership capacities in which you serve	Hours per week in Activity

Community organizations in which you are a member	Leadership capacities in which you serve	Hours per week in Activity

(D) EMPLOYMENT EXPERIENCE

List major employment experiences including summer employment.

EMPLOYER	ADDRESS	TYPE OF WORK	EMPLOYMENT DATES

(E) SKILLS & EXPERIENCE WORKING WITH CHILDREN

State experience in organizing and/or leading children's activities:

____

____

Special skills: (check those in which you have had experience in working with children)

_______story telling
_______arts and crafts
_______dramatics
_______nature study
_____child care
_____sewing & cooking
_____dancing
_____group singing
_____swimming
_____recreation (games, etc.)
Other ______________
____

MY EXPERIENCE WORKING WITH CHILDREN WAS IMPORTANT BECAUSE (ANSWER ON BACK SIDE)

(F) **PERSONAL STATEMENT:**

(1) Give your reasons for wanting to participate in this volunteer project. Keep in mind that if selected you would be working with one child on a regular and continuing basis, twice a week (five hours maximum which will include time with child, record writing, transportation and supervision) for a period of four months.

(2) What do you think a child will gain from this experience?

(G) **REFERENCES:** It would be well to ask permission of each person before submitting his name, and wherever possible to discuss briefly with him your interest in serving in this volunteer project. We would suggest that you list such persons as college deans, faculty and major advisers, employers, ministers, YM-YW secretaries, and others who are usually well qualified to write references. (We suggest you do not list near relatives, close personal friends such as fellow students, or people you have not been associated with for the past two or three years).

NAME	ADDRESS	POSITION

(H) **GRADE TRANSSCRIPT**

You may obtain a grade transcript free of charge at Morrill Hall. Be sure to include this transcript along with the application.

Your Signature

When you return the application, be sure to arrange a time for a short interview with either Mr. Doug Wallace, Program Secretary, University YMCA (FE 1-1013), or Miss Jane Hanger, Director, University YWCA (373-2511, 215 CMU).

Return application to:

Volunteer Project
University of Minnesota YMCA
1425 University Avenue S.E.
Minneapolis 14, Minnesota

OTHER YOUTH DEVELOPMENT PROJECT PUBLICATIONS

Survey of Private Employment Agencies (A Research Report)	July 1963
Youth Employment Survey - Census Tract 34 (A Research Report)	October 1963
A Proposal for a Youth Development Demonstration Project	April 1964
An Analysis of Target Area Populations by Age and Sex	April 1964
A Neighborhood Survey - Census Tract 42 - Minneapolis, Minnesota (A Research Report)	May 1965
Initial Reactions of Minneapolis Police Officers to the Presentation of a New Casework Service (An Evaluation Report)	August 1965
Juvenile Delinquency of Minneapolis Youth - 1964 (A Research Report)	October 1965
Student Mobility in Selected Minneapolis Public Schools Report No. 1 (A Research Report)	October 1965
Home Management Aides (An Evaluation Report)	February 1966
Neighborhood Development (An Evaluation Report)	February 1966
Summer Reading Camps (An Evaluation Report)	March 1966

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